

# THE NATION'S SCHOOLS



New York State Tests Promotion  
for Merit . . . . . *J. Cayce Morrison*

Schools That Will Prosper  
*Paul R. Mort*

Better Than Pressure Tactics  
*Thomas E. Robinson*

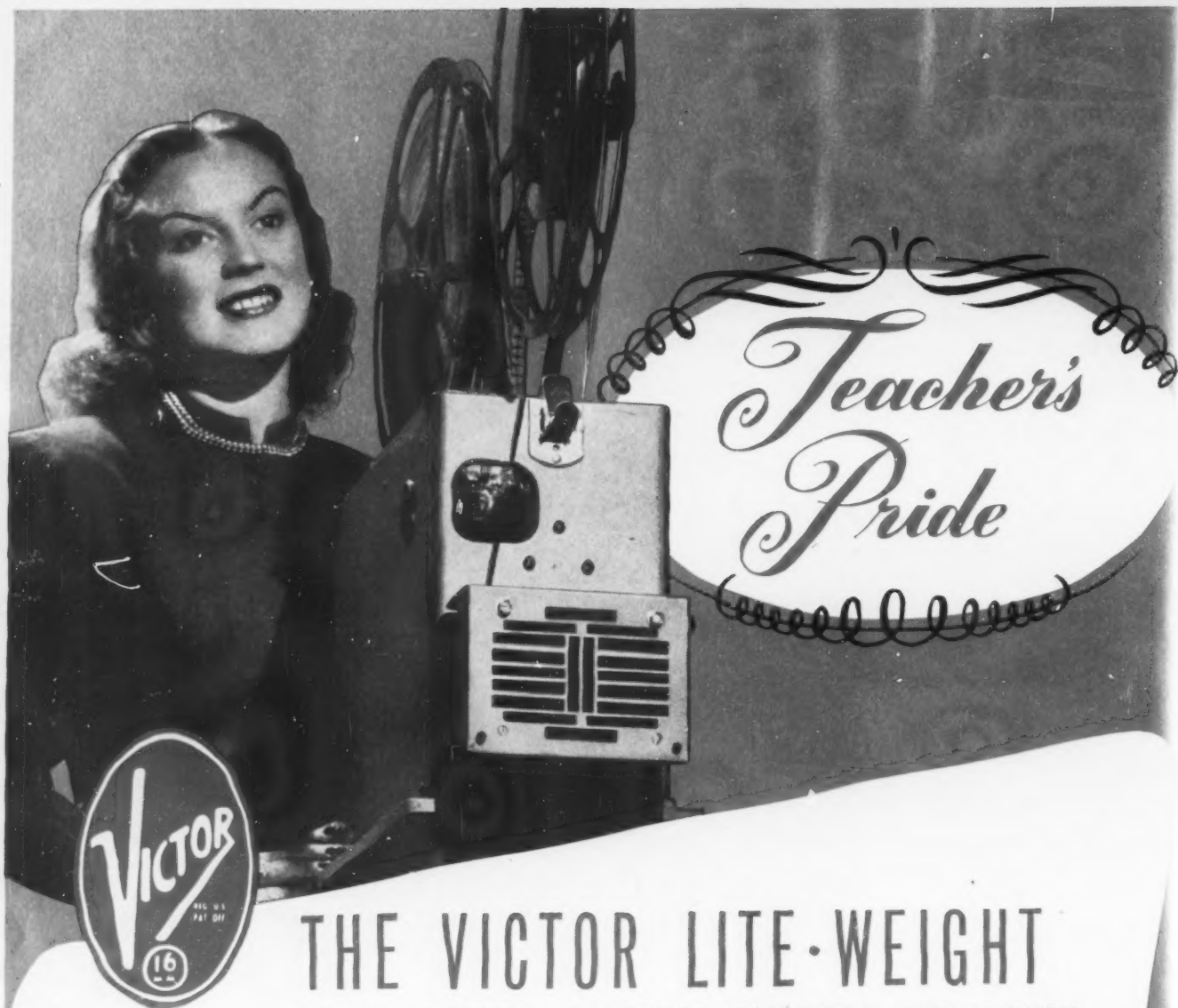
Does Fiction Libel the Teacher?  
*Glenn W. Dodds*

When Teachers Help in Schoolhouse  
Planning . . . . . *8 Page Portfolio*

---

*19 Original Articles, 12 Regular Features*

OCTOBER . . . . . 1948

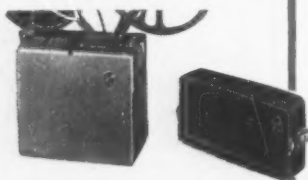


## THE VICTOR LITE-WEIGHT

### 16mm SOUND MOTION PICTURE PROJECTOR

#### *Choice of 3 Speakers*

Unmatched Victor versatility meets specific teaching requirements on campus or in classroom. Above, Victor Lite-Weight with 6-inch speaker . . . ideal for classroom and small study group use.



The all-purpose portable Victor Lite-Weight with 9-inch speaker (combines into single carrying case) is tremendously popular for both small and large group use.

And for auditoriums or outdoor use, choose the magnificent Victor Lite-Weight with 12-inch speaker — a matching combination for added volume.

Simple to set up, pick up and pack up . . . the Victor Lite-Weight, has incomparable versatility, portability and operational simplicity. Modern-minded teachers everywhere are enthusiastic about the Lite-Weight and the way in which it flawlessly assumes its share of teaching tasks. Student interest, as well, is rejuvenated by the unequalled sight-and-sound formula of 16mm education. Films are available on practically any curricular subject. Ask your Victor headquarters for a demonstration — or write for complete information.



16mm Sound Motion Pictures are the world's greatest force to lighten labor, broaden knowledge and brighten lives. By providing sight, sound and action, they guide, educate and entertain countless millions—regardless of age, literacy or location.

### *Victor Animatograph Corporation*

A DIVISION OF CURTISS-WRIGHT CORPORATION  
Dept. L-14. Home Office and Factory: Davenport, Iowa  
New York • Chicago • Distributors Throughout the World

MAKERS OF MOVIE EQUIPMENT SINCE 1910

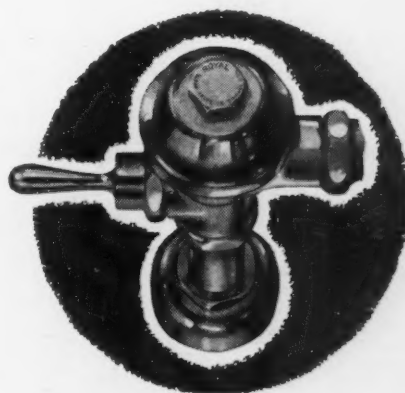
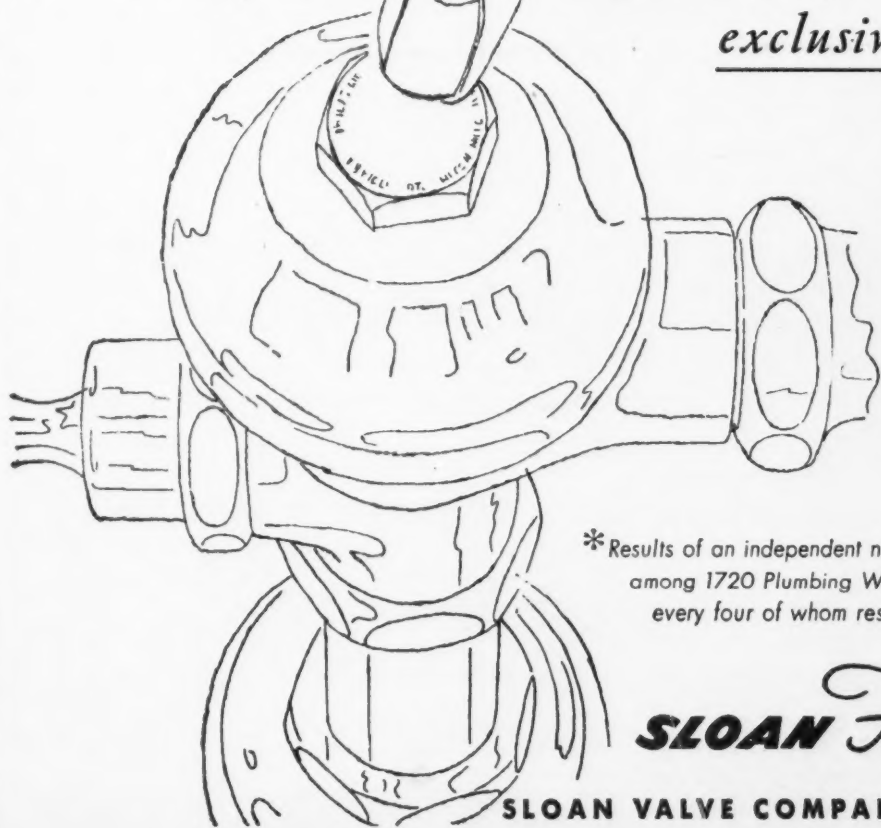


another reason why more  
Sloan Flush Valves are sold  
than all other makes combined



**95.2% of all!**  
... of these

Plumbing Jobbers\* prefer *SLOAN*  
**90.9% prefer *SLOAN***  
*exclusively!*



\*Results of an independent nation-wide survey (June, 1948)  
among 1720 Plumbing Wholesale Jobbers, one out of  
every four of whom responded

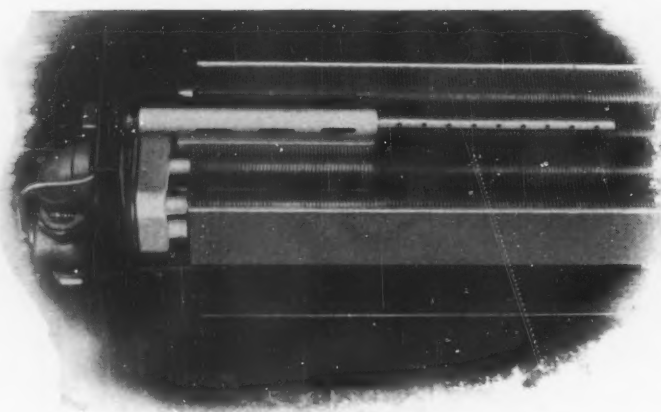
***SLOAN Flush VALVES***

**SLOAN VALVE COMPANY • CHICAGO • ILLINOIS**

... another NESBITT advance!

## The **Sensitor** Control of Air-Stream Minimum Temperature

*Automatic balance between air-stream and outdoor temperatures  
resulting in perfect harmony of air-stream and room temperatures*



A New Standard of  
**COMFORT**  
In Classroom Ventilation



The **SENSOR** is a startling NEW and amazingly SIMPLE control added to the Air-Stream Thermostat in the Nesbitt Syncretizer Unit Ventilator.

Nesbitt introduced Air-Stream Minimum Temperature Control in 1932. This control set a safe lower limit on the temperature of the air admitted to the room (usually ten degrees below the desired room temperature). It prevented cold drafts while it allowed for sufficient cooling power to prevent overheating and to neutralize unpleasant odor. The result was called "Syncretized Air" and set a new course for the industry.

In the constant endeavor toward greater comfort in the classroom, Nesbitt sought for a way to balance the air-stream temperature within the safety range so that as the outdoor air got colder the air-stream would automatically get warmer. Nesbitt found the way, and after several years of experimental study the **SENSOR** is now built into Nesbitt Syncretizers.

A channel through the heating element below a portion of the air-stream thermostat lets the **SENSOR** constantly sample the outdoor air introduced by the fans. The air-stream minimum demand is now met by balancing air-stream temperature against outdoor temperature to give—all day long—an air-stream that is tempered as closely as possible to the desired room temperature—for maximum comfort!

You must live for years with your schoolroom ventilator decision . . . you may as well live comfortably.

See The Nesbitt Package in booths 41 and 42 at the School Business Officials  
34th Annual Convention, St. Louis, Mo., October 11 to 14, 1948.

**THE NESBITT PACKAGE**



THE NESBITT PACKAGE IS MADE BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA., AND SOLD BY NESBITTS AND AMERICAN BLOWER CORPORATION

# THE NATION'S SCHOOLS



RAYMOND P. SLOAN, Editorial Director

ARTHUR H. RICE, Managing Editor

ARTHUR B. MOEHLMAN, Editor

Assistant Editors:

MILDRED WHITCOMB

DOLORES E. HENNING

MARY TOMANCIK

## *In this issue:*

### Feature Articles

Looking Forward .....	17
New York State Is Now Testing Promotion for Merit.....	20
J. CAYCE MORRISON	
Conferences Can Be Better.....	23
ADOLPH B. HOYDE	
Partners: Town School & Trust School.....	24
ROYAL O. FISHER	
Better Than Pressure Tactics.....	26
THOMAS E. ROBINSON	
Each Employee an Ambassador.....	28
LESLIE W. KINDRED	
A People's Curriculum for the Junior College.....	30
MARCELLA R. KELLY	
Every Student a Candidate for the School Letter.....	31
ROSCOE VERNE BUCKLAND	
Does Fiction Libel the Teacher?.....	41
GLENN W. DODDS	
When Youth Drives the School Bus.....	43
We Organize a School Health Council.....	44
ROGER M. WOODBURY	
Schools That Will Prosper.....	45
PAUL R. MORT	
Reorganization in California.....	46
GEORGE H. GEYER	
Children Have Cancer, Too.....	48
G. B. TIMMEL	
Chalk Dust .....	51
FREDERICK J. MOFFITT	
One Code of Ethics—Understood and Enforced.....	52
JOHN H. FADENRECHT	

### When Teachers Help in Schoolhouse Planning

Berkeley Sets Pattern for Elementary School Plants.....	34
THOMAS L. NELSON	
Designed for Six to Nine Year Olds.....	39
FRANK H. ECHOLS and WILLIAM E. CAMPBELL Jr.	

### Audio-Visual Aids

Training Pupils for Participation.....	54
RITA HOCHHEIMER	

### The School Cafeteria

Homemaking and Lunches Team Up.....	56
ALDINE McCONNELL and W. W. FRAMPTON	

### Operation and Maintenance

A Different Approach to Ventilation.....	60
PAUL W. SEAGERS	

### Regular Features

Among the Authors.....	4
Roving Reporter .....	6
Questions and Answers.....	8
Names in the News.....	68
News in Review.....	70
Coming Events .....	92
The Bookshelf .....	96
What's New for Schools.....	137
Index of Advertisers.....	op. 140

Published monthly by The Nation's Schools Division, The Modern Hospital Publishing Co., Inc., 919 North Michigan, Chicago 11, Ill., U. S. A. Otho F. Ball, president; Raymond P. Sloan, vice president; Everett W. Jones, vice president; Stanley R. Clague, secretary; J. G. Jarrett, treasurer. Yearly subscription, United States and Canada, \$3; foreign, \$4. Current copies, 35c each. Member, Audit Bureau of Circulations; Educational Press Association of America. Copyright 1948, by The Nation's Schools Division, The Modern Hospital Publishing Co., Inc. Entered as second-class matter Jan. 16, 1928, at the Post Office at Chicago, Ill., under the Act of March 3, 1879. Published on the 15th of the month preceding that date of issue. Change of address should be sent thirty days in advance of publication date.



# AMONG THE AUTHORS



J. C. Morrison

For J. CAYCE MORRISON the word "research" covers a broad field of responsibilities. Officially, he is assistant commissioner for research in the New York State Department of Education. Right now, he is out in front of the firing line in the controversy over New York State's salary laws (p. 20). The committees and commissions on which

he has served are legion, but one of his greatest interests is the extension of public education into the thirteenth and fourteenth grades. Titles of his published articles would cover two typewritten pages. Commissioner Morrison had that traditional start for a successful career in administration, namely, as a teacher in a one-room school. Following that experience in Fayette County, Illinois, he was principal of schools in Indiana, Illinois and New Jersey and taught in colleges in New Jersey, Ohio and New York. His A.B. is from Valparaiso University, his M.A. and Ph.D. from Teachers College, Columbia, and his LL.D. from Alfred University, Alfred, N.Y.

LESLIE W. KINDRED was born in Boston, received his A.B., M.A. and Ph.D. degrees from the University of Michigan and is now professor of secondary education at Teachers College, Temple University. He draws on his experience as a consultant and teacher of school public relations in discussing "Each Employee an Ambassador" (p. 28.) Dr. Kindred has traveled in Europe, Central America, Canada and this country.



L. W. Kindred



Marcella R. Kelly

MARCELLA R. KELLY (p. 30) is assistant superintendent of schools in Holyoke, Mass., where she was born and received her early education. She also is a member of the administrative staff of Holyoke Junior College. Her B.S. in education came from State Teachers College, Fitchburg, Mass., her A.M. from Columbia University, and

her Ph.D. from Yale. Author of numerous articles on education, Dr. Kelly now is completing a book to be called, "The Rise of the Teaching Profession in the United States." She also writes plays for children, several of which have been published by the Drama Guild of Boston.

ROGER M. WOODBURY was born in Massachusetts, received his education in that state and, except for two years in Connecticut, has spent his teaching career there. He now is district principal of the public schools in Haverhill, Mass. Mr. Woodbury is a frequent contributor to educational and scientific publications. His hobbies are his family, writing, gardening and sports.



T. E. Robinson

THOMAS E. ROBINSON is vice president of the New Jersey Education Association, whose field program he describes in "Better Than Pressure Tactics" (p. 26). His full-time job is being superintendent of schools in Mercer County, New Jersey. He's also the author of several textbooks. Dr. Robinson is interested in civic as well

as educational activities. He was a director of the Red Cross and of the Mercer Hospital in 1945, and chairman of the Red Cross fund campaign in 1947 and 1948. Since 1946, he's been a Y.M.C.A. director in Trenton, N.J.

A study he made of the occupations of local high school graduates and nongraduates emphasized for ROYAL O. FISHER the importance of a vocational school. He tells about it in "Partners: Town School & Trust School" (p. 24). Mr. Fisher has been principal of Nathan Hale School in Moodus, Conn., since 1926; since 1941



R. O. Fisher

he also has administered the Ray School. His hobbies are gardening and woodchopping; he needs to chop enough wood in his spare time to pay tuition for four children in college, he says.

GEORGE H. GEYER, state survey director, California Commission on School Districts, whose article appears on page 46, has a varied background of educational and military service. After obtaining his A.B. from Pomona College in 1927, he was a teacher at Westlake Junior High School at Oakland. In 1930 he obtained his A.M. from the University of California and became director of curriculum at Westwood, Calif., for one year, after which he was superintendent there until 1939. He then became director of the Glendale Junior College. In 1943 he entered the armed forces, serving for three years as educational specialist with the Military Government in Italy, England, France and Germany. His last position in the E.T.O. was as chief of the education and religious affairs branch, Office of Military Government, U.S. Zone in Germany.



Glenn W. Dodds

The American Society of Magicians lists GLENN W. DODDS as one of its members. When Mr. Dodds is not pulling rabbits out of his hat, he is working as an American history teacher at White Plains, N.Y., lecturing at the school of education, New York University, or pursuing one of his many other hobbies. For many years

he has conducted summer tours in the United States, Canada and Mexico; occasionally on these tours he manages to get in a little landscape painting.

# Experts agree

**1. Light-Weight Portability**  
Revere 16 combines projector and speaker into a single unit weighing only 33 pounds! As easy to carry as a suitcase!



# Revere has all three!

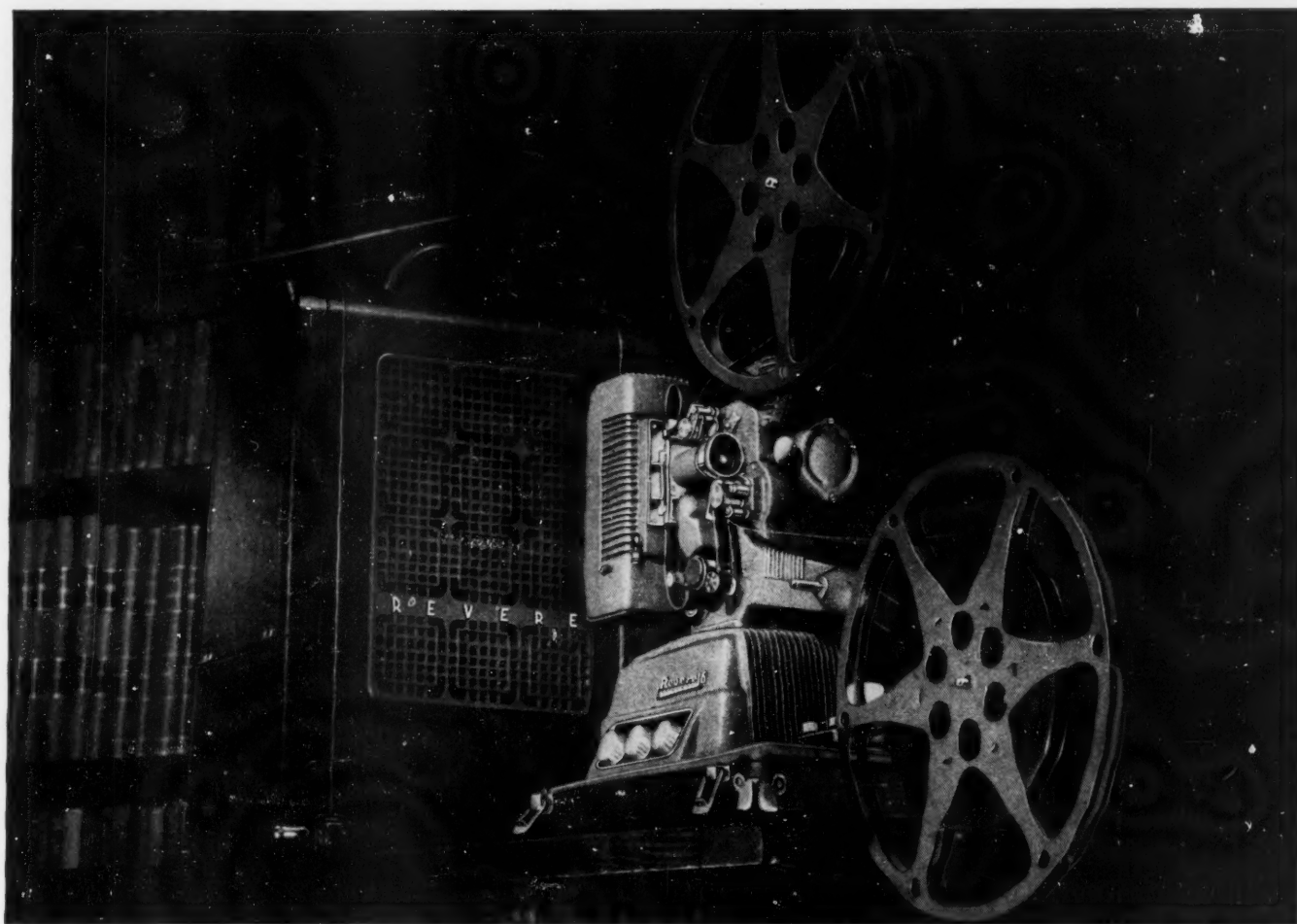
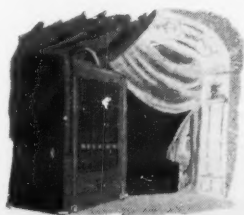
## 3. Easy Operation

Revere 16 is *easiest of all sound projectors* to set up and operate! Simple 4-point threading . . . Automatic re-wind . . . Convenient controls.



## 2. "Theatre"-Tone

Revere's new electronic sound system and specially designed speaker ensure rich, true-fidelity tone in any size room.



*Don't judge by price alone! Compare Revere's tone, volume, brilliance and operating ease with any sound projector made, regardless of price. Ask your Revere dealer for a demonstration.*

**\$287.50**  
Complete

Yes, Revere Sound Projector has the three most important features required for convenient and successful showing of 16mm sound movies. What's more, Revere operates equally well on AC or DC current (no current problem) . . . has 750-watt brilliancy (ample for any room, yet safe for films) . . . 1600-foot reel capacity . . . microphone and phonograph pick-up . . . fast 1.6 coated lens . . . sound or silent projection . . . and other outstanding advantages. REVERE CAMERA COMPANY • CHICAGO 16.

# Revere 16

16MM SOUND PROJECTOR

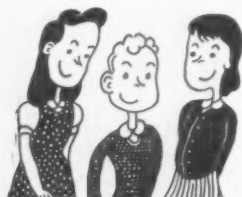
# Roving Reporter

*New Angle on Delinquency . . . Rural Teacherages Built . . . Too Late for Culture? . . . Girl Scout Stamp Issued . . . Teacher Makes Arithmetic Aids*

**BOYS WHO HAVE SISTERS** are more likely to get into trouble and come to the attention of the police.

That's one of the conclusions indicated by a recent analysis of crime prevention bureau records of the Detroit police department. The conclusions are printed in a booklet called "Influence of Sisters and Broken Homes."

Why are sisters linked with misconduct of boys in homes broken by divorce? Well, the booklet says, "Sisters provide an appreciative audience for the misconduct of the boys; in some cases they may express their own rebellion against the home situation by encouraging their brothers to engage in practices that cause their mothers much pain.



"In other cases, the mother and sisters may have joined together after the divorce in efforts to make life miserable for the boys as a way of getting even with 'men in general' for the misdeeds of the divorced father."

However, brothers may have a bad effect too; preliminary studies show that some older brothers apparently teach younger ones to steal.

And the booklet concludes, "The fact that a relatively few sisters had a bad influence should not blind us to the probability that most sisters exert a favorable influence."

**THERE MIGHT NOT BE** a teacher shortage if a pleasant three-room house went with every teaching job,

as it does with jobs in two rural Manitoba, Canada, communities.

Two "teacherages" were built at the Mackenzie High School in Dauphin, Manitoba, and then moved to the isolated one-room schools in Dauphin Plains and Roxton.

Each teacherage has a bedroom, a living room, and a kitchenette. They were built from lumber acquired by the area school board when R.C.A.F. training centers were dismantled.

**IF YOU WEREN'T EXPOSED** to culture at an early age, it's too late now to become really cultured, says Robert R. Blake, University of Texas psychology professor.

He compares an individual's thought processes to a piece of land left fallow too long and attacked by erosion. Although it's cultivated later, it's never as good as it would have been with early cultivation.

Dr. Blake bases his opinion on results of tests he gave 100 persons.

**THE BIGGEST PROBLEM** for young men now is uncertainty about their future plans, says Russell J. Fornwalt, vocational counselor, Big Brother Movement, New York City. Convinced they'll soon be in the service, many older boys will neglect their school work, may even drop out of school, and will defer making important educational and vocational plans.

Mr. Fornwalt feels the counselor's job is to help students understand why the "draft" was enacted. He also must point out the importance of continuing school work until actual induction into service and the educational opportunities offered in the service.

**A BIRTHDAY ANNIVERSARY** party for the whole nation—and especially for all girl scouts—will be given in Savannah, Ga., October 29.

That day the United States Government will release a special commemorative 3 cent stamp honoring Juliette Low, founder of the girl scouts. Savannah is the birthplace of Mrs. Low and the girl scout organization.

Mrs. Samuel Lawrence, the United States' first registered girl scout, will be present to purchase the first stamp. Special first-day covers are being designed for collectors. From October 30 on, Juliette Low stamps will be available at all post offices.



**FIRST GRADERS** who are in Donna Norton's class at Rock Island, Ill., learn arithmetic the easy way because the teacher has made blocks, giant dominoes, abaci and number shells for them to use.

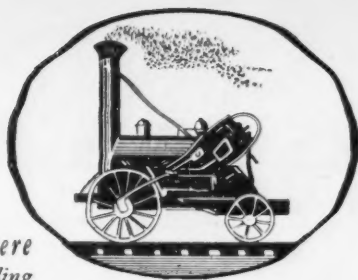
When the youngsters discuss the farm and a child tells of gathering three eggs from one nest and two from another, the whole class works to figure out how many he gathered. Some use sticks, others blocks, the number frame, or the rotary abacus. One child does work on the board.

Miss Norton leaves the equipment on tables around her room, where the children can use it to check their answers when they have learned to do arithmetic by the short-cut methods.

"They do better in arithmetic after they've worked through to the generalizations using these methods," says the teacher.

The school carpenter is making a set of tools like Miss Norton's for each of the nine buildings in the Rock Island school system.

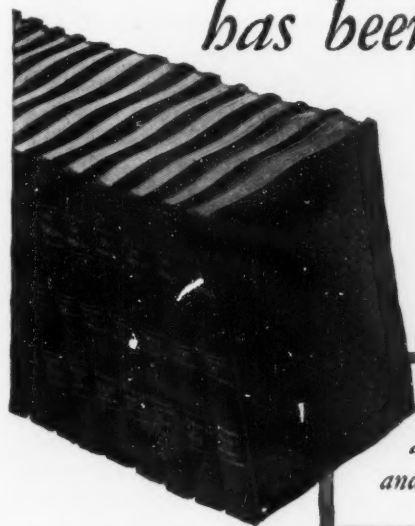




*In 1829 railroads were  
a-building, cities were adding  
smokestack to smokestack—  
America was beginning to grow!*

# Since 1829 *Encyclopedia* **AMERICANA**

*has been a Standard Reference Set*



and has grown along with America! Now worldwide in scope, it is thoroughly American in outlook and interpretation and in its appreciation of the importance to Americans of economy of time and effort. Containing the essential knowledge only to be found through research in over 1,000 books, yet streamlined for maximum efficiency and usability.

*Pertinent facts about Americana: 30 volumes, 700-page index, 66,000 articles, 6,000 illustrations including maps, photos, drawings, diagrams, and charts. More than a quarter of a million facts at fingertip speed!*

Brilliantly edited, the Americana has two important contributions to users: First, its excellent digests of books, plays and operas—a unique feature; second, its comprehensive bibliographies on all major articles. In addition, the Americana gives pronunciations, with diacritical markings, of all unusual words and new technical terms and proper names.

Accurate, comprehensive, timely and unbiased, the Americana covers thoroughly the many facets of American life—science, industry, politics, economics, literature, art, medicine, banking and finance, government, nutrition and many more. Each volume is convenient in size, attractively bound, printed on an opaque, glareless paper in well-chosen readable type.



*An American Encyclopedia for American Research*

*Encyclopedia*  
**AMERICANA**

Mail this coupon for your copy of "America's Reference Work"—a beautiful 36-page booklet that describes **ENCYCLOPEDIA AMERICANA** in detail. No obligation of course. Address: The Americana Corporation, Educational Division, 2 West 45th St., New York 19, N. Y.

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_

NS

# QUESTIONS AND ANSWERS

## Community Schools

**Is building of community schools (that is, schools with Grades 1 to 3 located so that children will not be required to walk more than five blocks) considered wise planning?—C.J.W., Pa.**

There seems to be little doubt about the advisability of locating schools for primary children within easy walking distance of the homes of the youngsters. With the crowded highways, sex perverts and speed-crazy drivers of the present, to ensure the physical and emotional safety of the future generation elementary schools must be located in residential areas. Safety further demands that distances traveled be kept short so that arterial traffic routes need not be crossed.

While it is true that young children of a generation ago were accustomed to walking all the way from 1 mile to 3 miles to school, the conditions of today are different from those of yesterday. The roads of a horse and buggy age offered no traffic hazards and few dangers from sex perverts. Furthermore, children of a generation ago dressed much more warmly than those of the present generation, so that inclement weather was no danger to health.

The other alternative to locating schools in the neighborhoods of the youngsters is to furnish transportation for children required to travel for some distance. There are, however, several objections to bus travel to school for young children. Youngsters must often leave home early in the morning and return late at night. Usually they can not go home for lunch at noon. This makes a long day away from home for young children.

Further, conditions on the buses sometimes are not desirable for the adequate social and emotional development of young children.

For the reasons given above, therefore, it would seem to be wise educational planning to have elementary schools so located that they are within easy walking distances of the homes of

children in the primary grades. While small building units are somewhat more costly than large ones, the more favorable social climate would seem to justify any extra maintenance and operation expense that might be involved.—A. J. HUGGETT, *associate professor of education, Michigan State College.*

In most instances it is desirable practice to build separate buildings for Grades 1 to 3, located to serve children in neighborhood areas of the larger school districts. The design of these buildings should be appropriate for young children and so suitable in appearance and construction that they will be attractive to children as places to play, study and work together. The architecture should be radically different from that found in most school buildings.

Elimination of transportation problems is a second reason for having neighborhood schools. It is not good educational practice to transport young children long distances to school.

A third reason for the neighborhood school is to aid in the development of the community school concept of education.—CLYDE M. CAMPBELL, *associate professor of education, Michigan State College.*

## Discipline in High Schools

**What methods are used generally to maintain discipline in junior and senior high schools?—M.E.C., Tex.**

Student and teacher cooperation in school administration is a generally accepted principle of school management in junior and senior high schools. Management is a responsibility in which the entire school must participate. It is essential, if students are to develop self-control and to participate as responsible citizens in the management of civic affairs. The method of utilizing teachers and students in school government requires room or class organizations with representation in a student council or some other student government organization.

Some schools utilize the student court for disciplining individual offenders.

Most schools deal with individual student offenders through personnel officers who seek to ascertain the cause of unsocial conduct and to lead the individual to a full realization of the consequences of his offense. Good teaching and wholehearted participation of students and teachers in school management tend to reduce discipline to a vanishing problem.—WILLIAM C. REAVIS, *chairman, committee on appointments and field services, University of Chicago.*

## Student Responsibilities

**How can students be taught to assume responsibilities in school activities?—D.A.F., Mo.**

Responsibility cannot be taught merely by talking about it. Practice must be given. The first place to try it may well be in the making of decisions on which activities the school program should include. In doing this, both the students and the staff should participate. It is fundamental that the elements of an activity program should not be decided upon by the principal alone or even by the staff. Student interests, needs, educational values, and practicability are aspects that ought to enter into the making of decisions, and these decisions should be made by joint student and staff action.

In the conduct of activities, a large share of responsibility may be carried by students. As they recognize that real responsibility is theirs, in most cases they grow in ability to assume it. By arrogating to themselves the making of decisions and the management of activities, teachers can kill off pupil interest in and responsibility for activities.

Sometimes a lesson in responsibility is learned the hard way. I know of a school in a town of 8000 where the students used up an activity fund by Christmas, through careless budgeting and management. The next year, after going through a lean and spiritless

# Oneida

OFFERS A BETTER WAY TO BUY  
COMPLETE SCHOOL BUS SAFETY!



*America's*

**Most Famous School Bus Body Now Available  
To You On The Chassis Of Your Choice!**

● A better way—with maximum safety, efficiency and economy—is offered school boards in buying Oneida equipped Safety School Buses.

All the leading chassis manufacturers—together with Oneida—have engineered the complete unit—body and chassis—for sale through the chassis builders' dealers and distributors.

A greater saving in original cost—greater convenience in maintenance—are thus made available. This means more complete, greater pro-

tection to both school children and boards alike.

Introduced in 1946, the Oneida Safety School Bus Body was on the first complete school bus to meet or exceed, in every detail, the new National School Bus Standards.

With capacities ranging from 30 to 61 passengers, Oneida bodies—featuring extra-rugged, all-steel construction—are built to meet your particular transportation needs. To be sure, write for brochure—and specify Oneida, always!

*Every Feature a Safety Feature*

**Oneida Products Corporation**

**School Bus Sales Division**

**CANASTOTA, NEW YORK**





# THE NATION'S SCHOOLS

## ★ Editorial Board

### ADMINISTRATION

CHESTER F. MILLER.....Saginaw Public Schools  
JAMES M. SPINNING.....Rochester Public Schools

### CHILD ACCOUNTING

ARCH O. HECK.....Ohio State University  
HENRY H. HILL.....Peabody College

### FINANCE

LEE M. THURSTON.....Michigan State Dept.  
ALFRED D. SIMPSON.....Harvard University

### INSTRUCTION

WILL C. CRAWFORD.....San Diego Public Schools  
J. CAYCE MORRISON.....New York State Dept.

### LAW

M. M. CHAMBERS.....Am. Council on Education  
HARRY N. ROSENFELD.....Federal Security Agency

### PERSONNEL

HOMER W. ANDERSON.....Newton Public Schools  
WILLARD E. GOSLIN.....Pasadena Public Schools

### RURAL

JULIAN E. BUTTERWORTH.....Cornell University  
HELEN HEFFERNAN.....California State Dept.

### SCHOOL PLANT

RAYMOND V. LONG.....Planning Board, Virginia  
ELMER T. PETERSON.....University of Iowa

### INTERPRETATION

WORTH MCCLURE.....Exec. Sec'y, A.A.S.A.  
CLYDE R. MILLER.....New York City

### STATE ADMINISTRATION

FRANCIS B. HAAS.....State Superintendent, Pa.

### BOOKS, SUPPLIES, EQUIPMENT

JAMES B. EDMONSON.....University of Michigan  
JOHN W. LEWIS.....Baltimore Public Schools

## ★ Editorial Consultants

FRED C. AYER.....University of Texas  
FREDERICK H. BAIR.....New York State Department  
L. FRAZER BANKS.....Birmingham Public Schools  
SELMA M. BORCHARDT.....A. F. of T.  
S. M. BROWNELL.....Yale University  
MARY DeGARMO BRYAN.....Columbia University  
ARVID BURKE.....New York State Teachers Assn.  
FRANCIS S. CHASE.....Rural Editorial Service  
HOBART M. CORNING.....District of Columbia  
H. W. CRAMBLEY.....Pittsburgh Public Schools  
C. L. CRAWFORD.....Mankato Teachers College  
W. F. CREDLE.....North Carolina State Dept.  
NED H. DEARBORN.....National Safety Council  
JOHN J. DESMOND JR.....Commissioner, Mass.  
EARL A. DIMMICK.....Pittsburgh Public Schools  
ARTHUR DONDINEAU.....Detroit Public Schools  
WALTER C. ELLS.....Veterans Administration  
JOHN R. EMENS.....Ball State Teachers College  
SAMUEL E. FLEMING.....Seattle Public Schools  
A. CLINE FLORA.....Columbia Public Schools  
JOHN GUY FOWLKER.....University of Wisconsin  
HARRY S. GANDERS.....Syracuse University  
LOWELL P. GOODRICH.....Milwaukee Public Schools  
CHARLES E. GREENE.....University of Denver  
CALVIN GRIEDER.....University of Colorado  
W. W. HAGOARD.....T.C., Bellingham, Wash.  
L. C. HALBERSTADT.....Terre Haute Public Schools  
RAY L. HAMON.....U.S. Office of Education  
DAVID D. HENRY.....Wayne University  
THOMAS J. HIGGINS.....Chicago Public Schools  
F. G. HOCHWALT.....Nat. Catholic Welfare Confer.  
T. C. HOLY.....Ohio State University  
HEROLD C. HUNT.....Chicago Public Schools  
MORDECAI W. JOHNSON.....Howard University

ARNOLD E. JOYAL.....Fresno State College  
H. M. KALLEN.....New School for Social Research  
VIERLING KERSEY.....Los Angeles Public Schools  
HARRY D. KITSON.....Columbia University  
GEORGE C. KYTE.....University of California  
CHARLES H. LAKE.....Cleveland Public Schools  
JAMES D. MACCONNELL.....U. S. Navy  
F. DEAN MCCLUSKEY.....University of California  
PAUL J. MISNER.....Glencoe Public Schools  
F. J. MOFFITT.....New York State Department  
EDWIN F. NELSON.....Hartford Public Schools  
K. E. OBERHOLTZER.....Denver Public Schools  
A. V. OVERN.....University of North Dakota  
PAUL C. PACKER.....Higher Education, Oregon  
EDWIN H. REEDER.....University of Illinois  
PAUL A. REHMUS.....Portland Public Schools  
W. C. REUSSER.....University of Wyoming  
G. E. ROUDEBUSH.....Columbus Public Schools  
GEORGE I. SANCHEZ.....University of Texas  
F. R. SCHERER.....Rochester Public Schools  
R. E. SCOTT.....Hennepin County Schools  
H. W. SCHMIDT.....Wisconsin State Dept.  
E. R. SIFERT.....Maywood Public Schools  
W. B. SPALDING.....University of Illinois  
VIRGIL STINEBAUGH.....Indianapolis Public Schools  
V. T. THAYER.....Ethical Culture Schools  
W. W. THEISEN.....Milwaukee Public Schools  
CHARLES H. THOMPSON.....Howard University  
EDMUND H. THORNE.....West Hartford Schools  
VINAL H. TIBBETTS.....Am. Ed. Fellowship  
C. C. TRILLINGHAM.....Los Angeles County Schools  
JULIUS E. WARREN.....University City Public Schools  
W. T. WHITE.....Dallas Public Schools

semester, extreme care was used, with budgeting and expending of funds carried out even more conservatively than necessary. But the students were doing it, and they learned some valuable lessons in the doing.

A modicum of teacher direction and advice is necessary in any well managed program. The students are, after all, students, and activities are part of the total learning situation.—CALVIN GRIEDER, *professor of education, University of Colorado.*

## A Policy on Marks

What can I do to establish a more equalized system of grading among our twenty-eight teachers? The problem has become rather acute because five or six teachers grant a large percentage of A's and five or six others grade more strictly, giving few A's. Students, as well as parents, are dissatisfied.—F.W.T., S.C.

The subject of school marks could well be made a staff project for a year's study. If deemed desirable, several subcommittees could be set up to study different phases of the problem and report their findings and recommendations to the whole staff.

A policy on marks should be worked out by the principal and school staff. Once adopted, subject perhaps to the approval of the administration, it should be respected by all teachers. Marked deviation from the policy, discovered by an analysis of marks given by each teacher, is a topic for staff inquiry, discussion and correction.

The per cent of A's, B's, and so on assigned is not alone the problem involved here. The basis on which marks should be assigned needs to be investigated. It can be a fruitful professional activity.

A helpful work on marks is Wrinkle's "Improving Marking and Reporting Practices" (Rinehart, 1947).—CALVIN GRIEDER, *professor of education, University of Colorado.*

## Professional Ethics

Where can I obtain information about professional ethics for teachers?—M.E.C., Tex.

Write to the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C., for a recently compiled list of articles in various publications dealing with professional ethics for teachers, and also for a copy of the N.E.A. Code of Ethics. Also, see article on page 52 of this issue.—A.H.R.

# HOW ACCIDENT REPORTS

## CAN BE *Misleading*

Those covering hand brake failures  
do not tell complete story

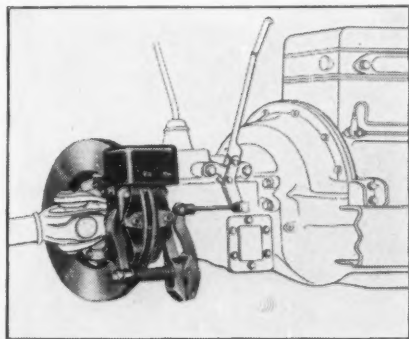
THE TERMS "parking brake" and "emergency brake" are often used interchangeably. This is rather unfortunate, because a hand-operated brake that might pass inspection for parking could be worse than useless in an emergency.

A parking brake need have only sufficient capacity to prevent the vehicle from moving after it has been brought to a full stop by the foot or "service" brake.

On the other hand, a real emergency brake has the capacity to substitute for service brakes in case of service brake failure or to supplement them where only a quick stop will prevent an accident.

### ACCIDENT REPORTS DON'T TELL COMPLETE STORY

Interstate Commerce Commission reports covering accidents due to mechanical failure of parking brakes on vehicles other than private passenger cars show 64.2% were attributed to "insufficient capacity" of the parking brake.



Unique design of TRU-STOP Emergency Brake provides for quick dissipation of the intense heat of braking. Result is an efficient, dependable braking system to substitute for or supplement service brakes in emergency.



But I.C.C. has no means of finding out how many other accidents would have been prevented had the vehicles involved been equipped with good emergency brakes.

### DRIVERS INSTINCTIVELY REACH FOR HAND BRAKE

Here the human factor enters the equation. Almost any driver faced with an emergency requiring a quick stop or realizing that his service brakes have failed will instinctively reach for his hand brake. He depends upon it whether it is dependable or not. Then, if there is an accident, it will very likely be attributed to some cause other than inadequate emergency brakes—the real cause of the accident.

To quote from an I.C.C. report dated September 23, 1947, "If there is any single part of the vehicle which drivers and carriers feel is not, on the average, suitable for the job it is the parking brake."

### GOOD EMERGENCY BRAKES A "MUST" FOR SCHOOL BUSES

Obviously one type of vehicle that must have good emergency brakes is the school bus. A large percentage of new school buses are equipped with TRU-STOP Emergency Brakes. And,

fortunately, most chassis manufacturers provide TRU-STOP—either as standard or optional equipment.

### TRU-STOP EMERGENCY BRAKE— ENGINEERED FOR SAFETY

TRU-STOP is an independent braking system with disc type brake. It is engineered to decelerate, stop and hold the loaded vehicle from speeds up to 50 M.P.H.—repeatedly—without damage to brake linings. Thus, TRU-STOP is in every sense a true Emergency Brake—one that will substitute for or supplement service brakes as well as serve as a parking brake.

### GREAT ADDITIONAL SAFETY AT NEGLIGIBLE COST

Considering the safety of TRU-STOP Emergency Brakes as contrasted with the hazard of ordinary "parking brakes," the small additional cost of TRU-STOP in proportion to the over-all cost of a bus becomes negligible.

It is important that anyone responsible for specifying, buying or authorizing the purchase of school buses should know the facts about TRU-STOP Emergency Brakes. Write to Department S, American Chain & Cable Company, Inc., 6-235 General Motors Building, Detroit 2, Michigan.



**Don't let them  
strain their eyes**



**GIVE THEM GOOD LIGHT—GOOD SIGHT**



**Westinghouse**  
PLANTS IN 25 CITIES... OFFICES EVERYWHERE



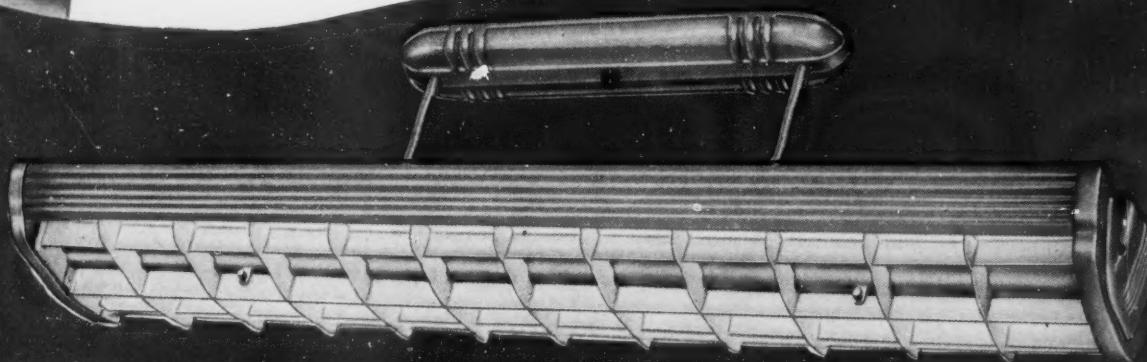
Education is 85 percent visual. With Westinghouse Planned Lighting, you give every pupil an equal chance . . . an equal seeing opportunity. No matter where he sits, he has the same quality and quantity of light.

The new Westinghouse school luminaires are designed to properly light the entire schoolroom. Ceilings and walls are cheerful in appearance . . . while maximum

light—glare-free and restful—is directed to the desks and chalkboards.

Let a Westinghouse Lighting Engineer help you with your lighting problems. Call him at your local Westinghouse Distributor. He will gladly co-operate with your local *Power Company* and *Electrical Contractor* in planning your schoolroom lighting.

J-04194



### The New CD-80

This is the new CD-80, latest Westinghouse addition to an extensive and carefully engineered line of lighting fixtures for schools. Styled to harmonize with classroom surroundings, the CD-80 (two 40-watt lamps) and the CD-160 (four 40-watt lamps) offer

glare-free lighting that creates an adequate, efficient, yet restful and cheerful, visual atmosphere. Write for the new CD Series Booklet B-4075, "It's Light, It's Right, It's Safe", Westinghouse Electric Corporation, P. O. Box 268, Pittsburgh 30, Pennsylvania.



# Planned Lighting *Pays*

COMMERCIAL • INDUSTRIAL • FLOOD • STREET • AVIATION

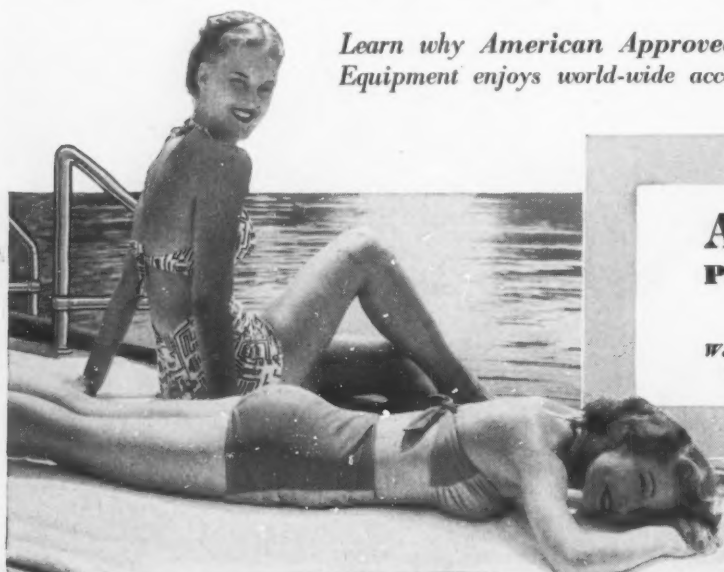


## AMERICAN *Approved* Playground & Pool Equipment Built to Gain and Hold Your *Confidence*

● American's reputation for making the very finest Playground and Swimming Pool Equipment dates back more than a third of a century, to the company's inception in 1911. American men determined then to build only the best equipment money could buy, combined improved designing with superior materials and skilled craftsmanship to provide scores of new, ideal play-exercise opportunities for the nation's children and youth with absolute safety—safety that will last!

Not even during the recent difficult war years has American ever compromised in materials, design or construction; for, we regard the welfare and safety of your youngsters as our responsibility as well as yours. Instead, we've gone along in the good old American way building the best *Approved* Playground and Swimming Pool Equipment made; and today more customers than ever before continue to place their confidence in American at Anderson. American leads the field.

*Learn why American Approved Playground and Swimming Pool Equipment enjoys world-wide acceptance. Send for Literature, today.*



**A M E R I C A N**  
**PLAYGROUND DEVICE CO.**  
**ANDERSON, INDIANA**

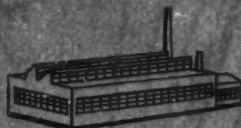
*World's Largest Exclusive Manufacturers of Fine  
Playground and Swimming Pool Equipment*



SCHOOLS



GYMNASIUMS



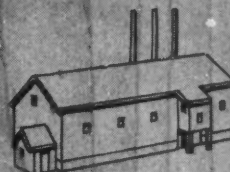
FACTORIES



TEXTILE MILLS



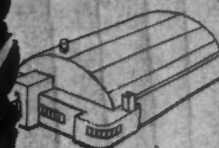
BAKERIES



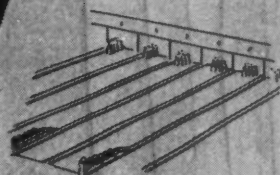
FLOUR MILLS



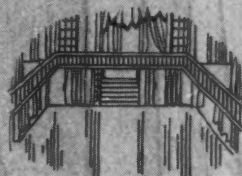
STORES



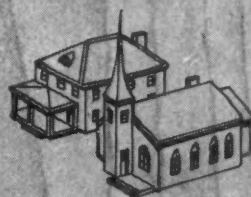
ROLLER RINKS



BOWLING ALLEYS



BALL ROOMS



HOMES AND  
CHURCHES



MAPLE FLOORING

50 years  
service

to America's Builders

1897-1947

•Acer Saccharum•

MANUFACTURERS ASSOCIATION

## FLOOR WITH NORTHERN HARD MAPLE AND FLOOR FOR KEEPS

*Durable strength without tiring rigidity. Lasting beauty without expensive upkeep.* That's the performance story of MFMA Northern Hard Maple Flooring in hundreds of schools everywhere.

Under the constant tramp of students' feet, tough-fibred, tight-grained Northern Hard Maple remains smooth, non-slippery, attractive, easy-to-clean. This Fine Flooring is always modern, highly resilient, dry and warm. It takes a beautiful finish, reflects light, improves illumination.

More than fifty years' experience in ac-

curately meeting the specifications of school builders make MFMA Northern Hard Maple Flooring an acknowledged leader in the field. It is ideal flooring for gymnasiums, classrooms, auditoriums—any floor whose requirements demand both durability and beauty. Your architect knows the attractive and serviceable qualities of Northern Hard Maple. Ask him today. See Sweet's Section 13f/5 for catalog data.

MAPLE FLOORING MANUFACTURERS ASSOCIATION

Dept. "A," 46 Washington Boulevard

Oshkosh, Wisconsin

FLOOR WITH **NORTHERN** HARD MAPLE  
BEECH AND BIRCH



# The leader in **SCHOOL BUS SAFETY** and **VALUE**



REO has taken every precaution to make the REO Safety School Bus the safest, easiest-steering school bus on the road. Only REO gives maximum maneuverability in city and country driving.

## Reo Safety School Bus

**T**HE Reo Safety School Bus is the first pupil transportation unit designed and built as a completely integrated unit from tires to top.

Single unit construction of the Reo Safety School Bus gives unmatched safety and increases life.

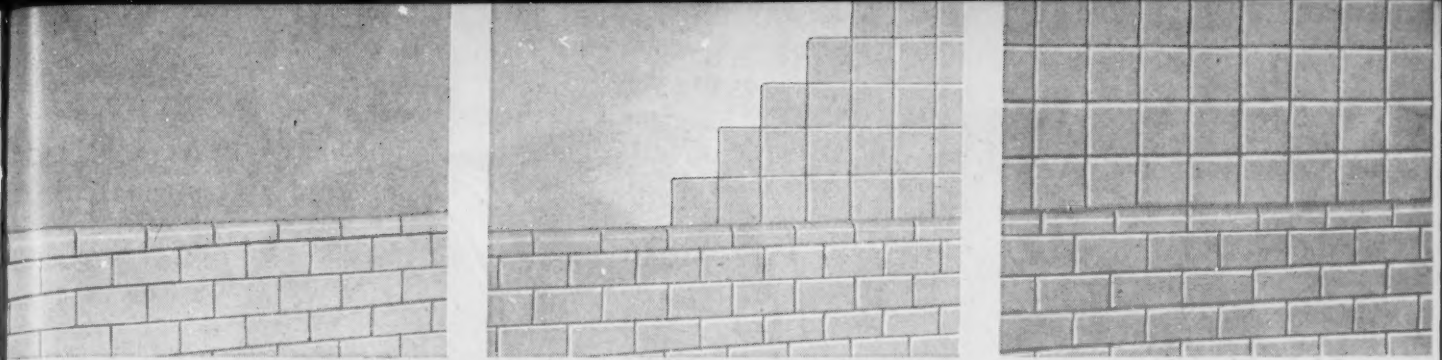
The Reo Safety School Bus is designed and built for 10 to 15 years of active, economical service. Through basic design and construction, Reo *reduces your school's transportation cost to the lowest practical level.*

In most cases, delivery is immediately available on units ranging in capacity from 31 to 62 passengers.

Write today for further information or to arrange for a *complete specialized presentation* of the world's safest school bus to your school group. Address Reo Motors, Inc., Safety School Bus Division, Lansing 20, Michigan.

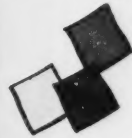
The one and only school bus that exceeds all safety standards set by The National Education Association.

**REO**  
SAFETY SCHOOL BUS



Mosaic's famous Lockart Method has been used for tile installations from coast to coast in modernizing all kinds of areas in all classes of buildings.

*Now* ... it costs less  
to modernize  
with tile  
and takes less time



**MOSAIC'S NEW EXCLUSIVE  
LOCKART METHOD CUTS  
YOUR TIME AND COST—**

Now you can install lifetime Mosaic tile walls and floors over wood, concrete, painted plaster, plywood or metal. You cut application costs as much as 30%. You save time, money, labor. You get rooms back into service in record time.

Reduce your maintenance costs with distinctive Mosaic tile installations. Here's beauty that doesn't fade or need renewing ... offers years of heavy traffic use without upkeep. Use Mosaic's wide line of ceramic tile to modernize bathrooms, rest rooms, kitchens, corridors and lobbies, etc. Tile is easy to clean and keep clean. And Mosaic brings you new, fresh, glowing colors. As an example, here is the remarkable new **HARMONITONE** line...

**WALL TILE**

101	121	141	161	181	201	221	241	261	281	301	304
102	122	142	162	182	202	222	242	262	282	302	244
103	123	143	163	183	203	223	243	263	283	303	104

**FLOOR TILE**

10 light	12 light	14 light	16 light	18 light	20 light	22 light	24 light	26 light	28 light	30 light	Red
10 dark	12 dark	14 dark	16 dark	18 dark	20 dark	22 dark	24 dark	26 dark	28 dark	30 dark	Chocolate



**USE YOUR  
SCISSORS**

to cut out these Mosaic colors in horizontal strips. Then arrange the colors to suit your decorative plans.

The new **HARMONITONE** line is 36 related colors of wall tile, *color-coordinated* with 24 floor tile colors—all chosen to harmonize with each other to provide a tile color range never before available!

Before modernizing, see how Mosaic tile gives beauty, utility, long life and freedom from upkeep or replacement. For more details on the Lockart Method—the new **HARMONITONE** line—other Mosaic tile products and for design help,

consult the Mosaic dealer nearest you, your local Mosaic office, or write to Dept. 3-1.

THE

**MOSAIC**

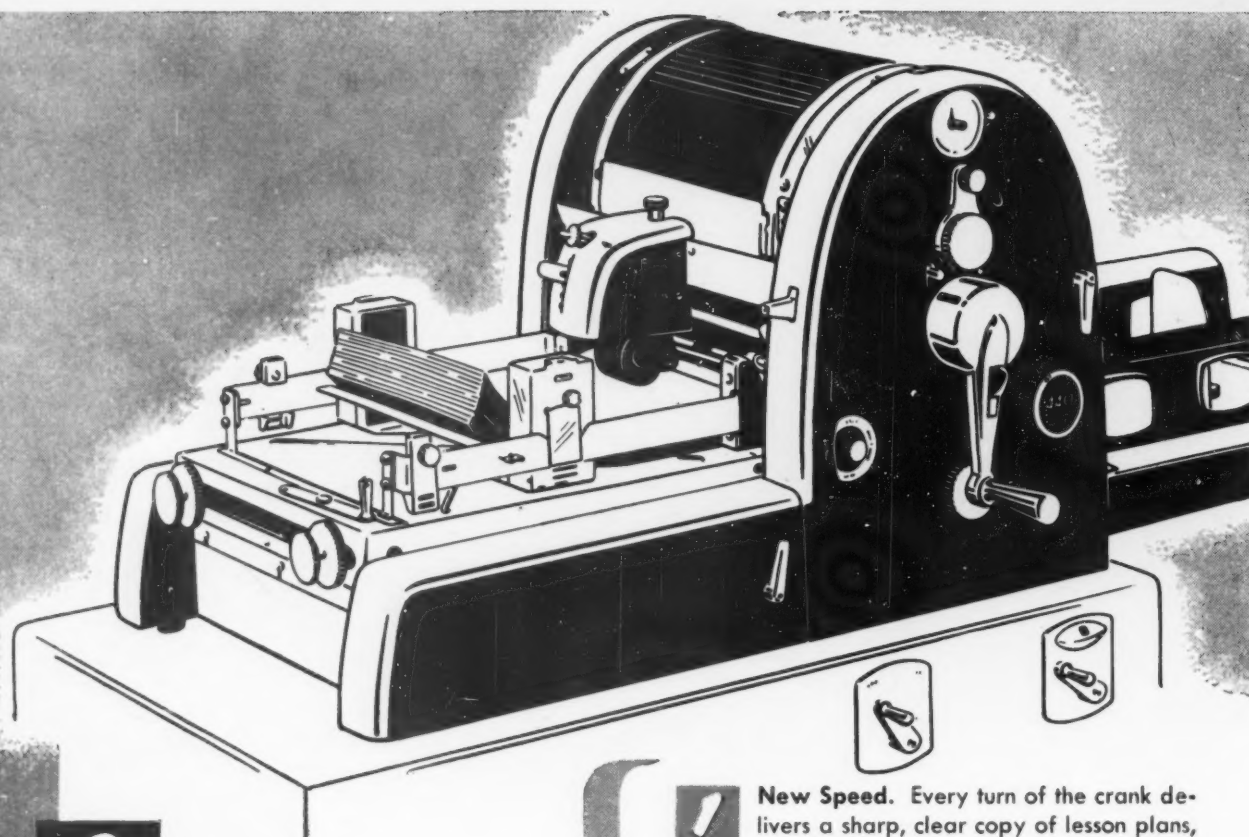
**TILE COMPANY**

ZANESVILLE, OHIO

Offices in Principal Cities

Over 2000 local dealers to serve you  
Member: Tile Council of America

**WHEN YOU MODERNIZE WITH MOSAIC TILE...YOU MODERNIZE PERMANENTLY**



# 3 REASONS WHY SCHOOLS LIKE THE New A. B. DICK MIMEOGRAPHS

with *Flexamatic Control*

**1 New Speed.** Every turn of the crank delivers a sharp, clear copy of lesson plans, reports, posters, school newspapers—anything written, typed or drawn. Get-ready time no more than a moment.

**2 New Ease.** With brief training any operator can turn out professional-looking, easy-to-read black on white, single or multiple color copies.

**3 New Flexibility.** Flexamatic Control—exclusive with A. B. Dick mimeographs—accommodates a great variety of paper and card stocks in sizes up to 9 x 16 inches.

See these new machines. For use with all makes of suitable stencil duplicating products. Look in the phone book for the name of your nearby A. B. Dick Company branch or distributor, or send the coupon below.

## Special Services for Schools

**Mimeograph Tracing Pages** include over 400 new illustrations of timely subjects by professional artists. Add sparkle and interest to bulletins, posters, newspapers... every school activity featured.

**School Newspaper Stencil Sheets.** A real time-saver for the staff. These sheets are form-topped with guide lines for two- and three-column newspapers... easy and simple to make up every issue quickly.

**Fundamentals of Mimeograph Stencil Duplication.** New textbook by Dr. Peter L. Agnew, Assistant Dean, School of Education, New York University, and Prof. Russell N. Cansler, School of Commerce, Northwestern. Complete course of 15 assignments; 60 pages, illustrated; essentially self-teaching.

See these valuable school aids at your nearby A. B. Dick Company branch or distributor or mail the handy coupon below.

# A. B. DICK

the oldest name

in mimeographing



A. B. Dick Company, Dept. NS-1048  
720 West Jackson Boulevard, Chicago 6, Illinois

Send me more information about your new mimeographs with Flexamatic Control and special school services. I am specially interested in information for:

☐ Administrators ☐ Commercial Departments ☐ School Secretaries  
☐ Teachers ☐ School Papers

NAME.....

SCHOOL.....

ADDRESS.....

CITY.....STATE.....



# LOOKING FORWARD

## "Militant Democracy"

FORMER GOVERNOR Herbert H. Lehman, in delivering the Phi Beta Kappa address at Hobart and William Smith colleges, both at Geneva, N.Y., pleaded for practice of "militant democracy" to maintain the American way of life. To him, the choice is not between the equally undesirable extremes of fascism and communism. It is rather between these two, on the one hand, and greater constructive effort to make our democracy work, on the other. According to Mr. Lehman:

"The American colonists were men of deep religious feeling and of sincere political thought. . . . Gradually they came to see that true freedom is obtained only when to the ordinances protecting the person and the property of the subjects there is added civil liberty and freedom of conscience against invasion of government itself or of major groups. . . .

"Half of the people of the world . . . have been stripped of their individual liberties . . . they work and live alone by the will of their masters.

"We would be reckless if we blinded our eyes to the threat which autocracy constitutes to democracy, and to democratic principles.

"But many talk glibly of democracy as if it were something that could be bought in the market place . . . something to provide soft living and freedom from toil and danger. . . . True democracy is an expression of faith, a vital and dynamic force, a call to duty from which we do not draw back. But democracy, like religion, must be supported by a militant faith in the things that are right, good and just . . . a faith that calls for courage and sacrifice.

"The vast majority of the people of our country sincerely abhor both fascism and communism. And yet many of our loyal and devoted citizens appear to feel that they are compelled to make a choice between fascism and communism, that there is no alternative. Nothing could be more untrue, nothing could be more dangerous.

"Both fascism and communism can successfully be fought only by exercising an uncompromising devotion to democracy. . . .

"The gravest threat to democracy lies in the acceptance by an inert people of encroachments on constitutional rights and in their failure to realize that constitutional democracy cannot survive where the rights guaranteed by

the constitution are not extended to all citizens. There are still many parts of this country in which political rights are denied large groups of people because of race. Many minority groups still suffer discrimination because of their religion or national origin. When the rights of even the humblest among us are denied, the democratic security of all is threatened.

"The strength of democracy will always rest upon a guarantee of the civil and religious rights of the individual. . . .

"Where democracy has been weakened, persecution, religious intolerance, and civil oppression have invariably raised their ugly heads. Those who are indifferent to the blessings of their liberties may lose them. But freedom of conscience, freedom of worship, and the guarantee of civil rights can be kept inviolate if those who value their liberties stand firmly together in their support in peace as well as in war.

"And so I say to you young men and women, and to the millions of other young men and women throughout the nation, do not only be *against* fascism and *against* communism but with all the fine strength and enthusiasm of your youth *be for democracy*.

"The only lasting defense against autocracy is a *militant* dynamic *democracy* that stands four-square for equality, justice, law."

## "Bad Mannered Children"

EVEN the great Socrates had his moments when he felt the younger generation was all wrong and his world, always the autumn glow world of the elders, was going to pot in a rapid and not altogether pleasant manner. Naturally, the young were to blame because:

"The children now love luxury, they have bad manners, contempt for authority, they show disrespect for elders, and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize over their teachers."

Possibly there is a moral in all this, and we cannot refrain from directing attention to it. When an adult begins to believe that the world or the old school is "not what it used to be" the rational answer should be: No, it isn't and,

furthermore, it never was. It's better, very much better! Pessimism over youth is frequently symptomatic of the new "life begins at forty," a golden-haze hallucination of age.

## The Office of Education

THE resignation of the commissioner and assistant commissioners of education and several other office chiefs from the United States Office of Education in recent months raises the interesting question of what is going on in the Federal Security Agency, of which the Office is a relatively minor activity. The official point of view that the resignations were due to personal financial sacrifice does not bear up under inspection. The more generally and unofficially circulated stories that these changes plus others in the making are due to general reorganization plans projected and carried out by Security Administrator Oscar Ewing make more sense.

During the last six months the administrator has reorganized all educational information service and publications under a central agency direction; before the close of the year all health education, film and radio, as well as the auditing of federal grants under vocational acts, may follow. Mr. Ewing's reaction to former Commissioner John W. Studebaker's protests against this progressive de-emphasis of the Office of Education is the need for greater overall efficiency in a huge federal agency that was thrown together by combining social security, public health, and education. The agency has been subject to the usual difficulties in federal service when related but diverse activities are being reorganized.

Like a mother hen with her chicks, every agency and service desires to keep under its wing extensions gradually built up over years of careful promotion and progressive extension of personnel. If every sub-agency, bureau and office were allowed to do so, the general efficiency of the huge and frequently unwieldy federal executive machine would continue to decline and the burden of expense increase. There is undoubtedly much room for streamlining and modernizing these huge agencies in the interests of better operation and reduced cost. A number of presidents have tried since 1920 to bring more sensible order to an unwieldy patchwork bureaucracy. Even President Roosevelt was handicapped in his efforts to reorganize by the pressures of civil personnel on congressmen and senators through their relatives and friends back home. Commissioner Studebaker never missed an opportunity to expand the office whenever conditions made it at all possible. This attitude was perfectly natural.

The mere fact that Administrator Ewing and Commissioner Studebaker did not see eye to eye concerning an ever expanding Office of Education, progressively more independent of the agency authority, does not necessarily tell the story or place the blame. The fundamental question is whether the American people want education to remain as a function of the individual state or whether they want centralized control in Washington.

If they desire to retain the control over public education in their own hands at state and community levels, then it is most desirable that the education authority at federal levels

be kept from becoming too strong either through creation of a large executive department or through the establishment of an "independent federal board of education," as advocated by Dr. Studebaker. The prestige urge of either officials or professional organizations is of relatively little importance compared to the desire of the American people since, for the safety of democracy, control of the education function must be kept close to and directly under the people.

## Regionalism and Education

THERE has been considerable discussion of regionalism in relation to education ever since the subject itself became prominent in the early thirties. The idea of a closely related series of economic interests growing out of land, water and climate also produced concepts of essentially related social, political and educational activities. Some of these discussions naturally went to extremes. One group advocated early reorganization of our haphazard and unrelated political states into seven or eight regions so that related economic, social and political elements might be more logically maintained.

Another view held that education might, in the course of a generation, be delegated by the states to a regional authority which would have increased control over greater tax resources and also "prevent competition and duplication." The last argument, particularly coming from educators who haven't been able or even desirous of eliminating overlapping, duplication and inefficiency within the boundaries of a single state, need not be taken too seriously.

These discussions will probably continue and gradually a practical regional development may be attained on the basis of willing cooperation among the states within these areas. From an administrative point of view it is entirely feasible to retain the value of existing political state organization and all of its existing authority in the interests of desirable decentralized control and still develop sound regionalism.

During the spring of 1948 the request of fourteen Southern states for permission to establish a regional authority for the administration of advanced education appeared in Congress. Several of the governors argued in its behalf. The contention of the potentially rich Southern states was that they were too poor to support complete professional schools in every state and that they "wished to avoid duplication" and "achieve greater efficiency." Since practically all of these states already have provision for both undergraduate and graduate education in the professions, the request appeared to the Congress as a new means for obtaining federal blessing and aid in establishing regional agencies for Negro students. Under regional organization it would be possible not only to maintain the currently operated dual system of public education but also to meet the constitutional requirement that every state must furnish facilities for professional study for Negro as well as for white students. Congress was skeptical of the idea, and the bill still remains in committee.

The New Englanders have also been thinking seriously about regionalism, particularly in the field of advanced edu-

cation. They not only thought about it but in their usual self-reliant way decided to do something about it with their own resources. Last June the presidents of state universities in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont, after a number of meetings, announced a method for voluntary cooperation in coordinating their advanced programs in the professional fields of architecture, dentistry, forestry, journalism, law, pharmacy, medicine, social service, and veterinary medicine.

Duplications in advanced professional work will be avoided by the simple device of exchanging students by states, eliminating expensive duplication in library collections, increasing the general interstate movement of students without losing original state registration identity, cooperating in research projects and exchanging instructors freely. This New England experiment, more easily possible immediately in that small, closely knit region than in other parts of the nation, may become the laboratory for experimental effort in practical regionalism without federal intervention.

It is also possible, although somewhat immediately remote, that the several state legislatures might, through constitutional amendment, statutory enactment or both, actually provide a regional education authority or a regional institution to meet changing demands.

### Inquisition at Washington

THE House Committee on Un-American Activities has encouraged the formation of "little Dies committees" in the several states. These organizations rest on legislative authority to investigate so-called subversive activities within the state and are following closely the pattern of their national prototype. While their official purpose is to ferret out activities that might be considered dangerous to the American way of life, their real purpose appears to be to discourage all independent and liberal thought so essential in democracy.

The Canwell committee in Washington is now engaged in conducting hearings on "subversive activities" at the University of Washington. As protection against these publicity-smear "investigations" two committees on academic freedom have been formed, one at the university and the other a citizens' group, to protect the university and its faculty in the right of freedom of teaching. In describing the situation created by the Canwell committee, the Committee on Academic Freedom, under the signature of its general chairman, Mrs. Frances W. Herring, states in part:

"In preparation for the public hearings, dozens of faculty members have been visited by paid investigators of the committee. They have been asked to inform against their fellow-faculty members; they have been presented with lists of "suspects" which included the names of ordinary liberals; they have been asked many questions about their own activities during the past decade or longer, including petitions signed, meetings attended, speeches made, connections with causes and membership in such organizations as the American Civil Liberties Union. Students too have been interviewed and asked to inform upon their teachers, and we have reason to believe that spies have been sent

into classrooms or to public meetings where teachers have appeared as speakers.

"Many teachers have been subpoenaed to be witnesses at the hearing, including men of the very highest standing in their profession. It is very probable that the committee will charge not only Communists, if there be any on the faculty, but also liberal non-Communists, with subversive activity.

"Confronted by these threats, members of the faculty have taken steps to defend themselves. The local chapter of the American Association of University Professors has fully endorsed the recent recommendation of the national body's committee on academic freedom and tenure, that proved or admitted membership in a legally constituted political party should not of itself constitute grounds for dismissal of a university teacher. In addition, many members of the faculty have addressed a signed letter to the president, expressing their strong support of this position. They have pointed out that failure to uphold the basic principles of civil and academic liberties would result in very great damage to the university, involving loss of intellectual and moral integrity, and of prestige among institutions of learning.

"We are as eager as anyone to see treasonable activities punished. We believe, however, that proof of such crimes can be properly established only by the due process which ensures impartial findings in courts of law. If legislative committees must be exempted from any obligation to follow such due process of law, as is sometimes maintained, it should be pointed out that their findings must be regarded as on a level with gossip and innuendo, with the result that the term fact-finding is inapplicable. . . ."

### Opportunity in Kentucky

AT THE last regular (1948) session of the Kentucky general assembly an amendment to a law governing hospitals interpreted the statute (KRS 158.020) as: "The provisions [of this act] shall not be construed to prohibit the giving of instruction in nursing, medicine, surgery or other related courses of graduate grade or on the professional level, within any hospital, if the governing board of the hospital, by a majority vote of its members, so elects."

This simply worded permissive amendment to a general statute marks a big step forward in providing equal opportunity in Kentucky for members of the Negro race who are engaged in the professions of nursing, medicine or surgery. Up to its passage there was no provision in accredited agencies whereby Negroes could obtain the practical training so essential to the production of competent professionals. Although the current legislation is purely permissive, it is to be hoped that the governing boards of the accredited hospitals which accept Negro patients will recognize the need for racial equality of opportunity and accept Negroes for clinical training. The general assembly deserves high praise for its courageous action in improving conditions intolerable to the assumptions of American democracy.

*The Editor*



# NEW YORK STATE IS NOW TESTING

**T**HE New York State Teachers' Salary Law of 1947, a product of conflict and compromise, was a marked departure from the established pattern of teachers' salary schedules. The general reaction to the law illustrates again the truth of the old adage, "There is no pain like the pain of a new idea."

Because this law differs so much from the general pattern of teachers' salary schedules, it is important that it be understood. This article presents the chief features of the law and discusses briefly the purposes of the law, its underlying principles, the objections to the law, the gains from the law, the action of local school authorities and the crucial issue—promotion for merit—as related to the basic purpose of the law.

Following are the minimum state schedules set by law for school districts of different size.

Under the law, salary increases are automatic to the sixth step, or year of service. The merit provisions of the law are effective at steps 6, 9, 12 and 15.

So that boards of education might not entirely ignore the promotional increment feature, the law provides that when it is fully operative, at least 50 per cent of all teachers employed shall be above step 6, at least 30 per cent above step 9, at least 20 per cent above step 12, and at least 10 per cent above step 15. These quotas are minimums which *must* be met and which may be exceeded.

Because at the time the law was drafted, in many school districts and cities very few teachers, and in some no teachers, were drawing salaries above step 6, it was thought that boards of education should be given some discretion in judging the fitness of currently employed teachers for

advancement to the upper levels. Therefore, the law provides that, in any one year, the board may limit the number of promotions to 75 per cent of all teachers eligible (in terms of years of service) to receive promotional increments. This provision will have no further effect after the minimum legal percentages of teachers are drawing salaries at the four promotional levels.

The law requires that each teacher shall have opportunities to qualify for promotional increments through satisfactory teaching service and, in addition, objective evidence of one or more of the following special contributions:

1. Exceptional service to the pupils for whom the teacher is individually responsible.
2. Exceptional service to the community through nonschool activities directly related to the interests and well being of young people.
3. Participation in nonschool activities, such as summer-time work related to the teacher's field of instruction or social service projects for which the teacher is not otherwise compensated or is only nominally compensated.
4. Education not formally credited to a degree.

The next paragraph of the law is especially important: "Based upon these standards, and with participation by classroom teachers in the formulation, application and review of such standards in accordance with regulations established by the commissioner of education, school authorities shall adopt by-laws governing the granting of promotional increments."

The law provided for the transfer of all teachers to the new schedule as of July 1, 1947, and that the promotional increments should become operative July 1, 1948.

## LAW HAS THREE AIMS

Purpose of the law was threefold: (1) to increase teachers' salaries, not only to keep them abreast of the increasing cost of living but to make teaching a more attractive service to

## MINIMUM SALARY SCHEDULES FOR TEACHERS

(For Teachers With a Master's Degree or Its Equivalent,  
Add \$200 at Each Salary Level)

YEARS OF SERVICE*	PROMOTIONAL INCREMENT LEVEL	A	B	C
1		\$2000	\$2000	\$2500
2		2150	2365	2688
3		2300	2530	2875
4		2450	2695	3063
5		2600	2860	3250
6		2750	3025	3438
7	I	2900	3190	3625
8		3050	3355	3813
9		3200	3520	4000
10	II	3500	3850	4375
11		3500	3850	4375
12		3500	3850	4375
13	III	3800	4180	4750
14		3800	4180	4750
15		3800	4180	4750
16	IV	4100	4510	5125

\*The year of service represents the earliest year during which a teacher may be eligible for the salary level or promotional level specified.

Schedule C applies to New York City only.

Schedule B applies to cities of from 100,000 to 1,000,000 and to Nassau and Westchester counties, both adjacent to New York City.

Schedule A applies to all other cities and school districts employing eight or more teachers.

# Promotion for Merit

J. CAYCE MORRISON

Assistant Commissioner for Research  
New York State Education Department

the young people of the state; (2) to stimulate teachers as a professional group to take active leadership in developing professional standards as a means of improving the teaching service, and (3) incidentally, to develop a more democratic administration of public education, that is, the active cooperation of teachers, administrators and boards of education in the development of educational policies.

## BASIC PRINCIPLES

Following is a restatement of principles that were tentatively agreed upon in formulating the first draft of the proposed law:

1. The principle of the single salary schedule should be extended to eliminate differentials between elementary and secondary teachers.

2. Salaries for teachers should be comparable to salaries paid to members of other professions in the state.

3. In general, the same principles should apply to salary schedules in New York City and Up-State schools.

4. A teacher good enough to be retained under tenure should be guaranteed a salary adequate for maintaining a professional and cultural career. (This gives meaning to the automatic increments.)

5. Promotional increments should be so administered that professional growth and improved teaching service will be encouraged, not retarded.

6. So long as the teacher is in the system, he should be eligible for promotion.

7. The state schedule should be a minimum schedule. Local school authorities should have power to establish local schedules higher in any or all respects than the state schedule.

## OBJECTIONS PROVOKED

Most of the criticism of the law has included one or more of the following objections.

1. The provisions of the law governing promotional increments will not work, that is, the quality of teaching service cannot be measured objectively.

2. The law will stimulate competition rather than cooperation among teachers.

3. The law will invite political interference and prove destructive of teachers' morale.

4. Starting the promotional increments at the end of the 6th year of service will deny to some teachers privileges they held under former schedules. (This applies chiefly to New York City.)

Exploration of the background of these criticisms indicates that there is some basis in the experience of the teaching profession for the fears expressed. Looking backward, the objections are not ill founded. Looking forward, the fears of teachers will gradually disappear as they take advantage of the opportunities and realize the protection given them under the law.

Emphasis on the promotional increment features of the law and the rapidly increasing cost of living have obscured the important immediate gains obtained through the 1947 salary law. Against the background of teachers' salaries and salary laws in effect December 1946, this law made the following notable contributions to the improvement of the teaching profession in New York State.

The law guaranteed a minimum increase of \$600 to each teacher over and above the salary earned in the same position for the year ending June 1945.

For all Up-State teachers, the automatic increases provide salary levels approximately 50 per cent higher than those guaranteed under the old laws.

Making the minimum salary \$2000 affected more than 8000 teaching positions. In December 1946, hundreds of these positions were in the \$1200 to \$1500 salary range.

In the schools now covered in schedule A, of all teachers employed in December 1946, only 28 per cent were above step 6 and only 10 per cent above step 9. The law guaranteed that these percentages should be increased respectively to 50 per cent and 30 per cent.

The law places substitute teaching on a respectable basis.

The law extends the principle of the single salary schedule by placing both elementary and secondary teachers on the same schedule.

The law guarantees an additional \$200 a year to each teacher who completes or has completed the fifth year of approved education for teaching.

The law conserves all the rights and privileges of tenure that teachers had achieved prior to the enactment of the law.

It guarantees to teachers in every community the right to participate in "the formulation, application and review of standards" by which their work shall be judged.

It is a minimum law and specifically reserves to local boards of education the power to exceed the state schedule in any respect that will best serve the local interest.

## HOW LOCAL BOARDS ACT

Each local board of education employing eight or more teachers must either adopt the state salary schedule applicable to its district or file with the commissioner of education a schedule that exceeds the state schedule in one or more respects. In no respect can a local schedule deprive a teacher of any right or privilege contained in the state schedules.

In New York State there are 62 cities, 100 villages with 4500 or more population employing a superintendent of schools, and approximately 650 other districts employing eight or more teachers. Of the latter group about 600 maintain a twelve-year program.

On April 24, 1948, boards of education in 61 cities, 93 villages and 385 other districts had filed with the state education department their by-laws on teachers' salaries. Of these, 32 cities, 61 villages and 347 districts had adopted the state schedule without modification.

Since approximately one-fourth of all teachers employed in central rural, union free and common schools as of December 1946 had served less

than two years in their present position and less than 6 per cent were above step 9, the state minimums will constitute a major achievement for many of these districts.

The action of the boards of education in cities illustrates the modifications of the state schedule that are likely to be achieved locally.

Of the twenty-nine cities that had modified the state schedule, twelve have used the state schedule plus a fixed amount added to each step; thirteen have given more than five automatic increments; eight, higher minimums or larger increments.

#### SCHEDULES MODIFIED

The following summary of special features in the action of the twenty-nine cities suggest the directions in which the state schedules may be modified:

1. Four cities increase the number of automatic increments according to years of training, *e.g.* five increments for three years' training, eight increments for four years'.

2. Two cities give fifteen automatic increments for all teachers with four years of training plus additional increments for further training.

3. One city provides larger increments than the state schedule for steps 2 to 10, but it allows \$200 instead of \$300 for promotion to levels III and IV.

4. Twenty-four cities make definite provisions for additional pay for special work, such as coaching and vocational teaching. Several cities give salary credit for outside work experience. One city specifies the work week as thirty-five hours of which twenty-five hours are teaching and allows up to \$400 above the regular salary for overtime service.

5. Five cities specify that teachers who desire to have additional training count toward advancement in the salary schedule must have training approved in advance by the superintendent of schools.

6. One city has eighteen steps for the six-year training schedule, nineteen steps for the doctorate schedule.

7. One city stipulates that a teacher or other member of the supervisory staff, with the exception of the superintendent, who is the sole support of a family shall receive \$100 for each child of his under 21 years of age.

8. One city stipulates that vocational and technical teachers who are fully certificated should be considered

to have the equivalent to degree status and should be allowed credit toward a master's degree or equivalent for subsequent approved training.

9. One city has a series of merit maximums above the \$5000 regular maximum, limited to eight teachers at \$5200, seven teachers at \$5400, and six teachers at \$5600.

Actually, the foregoing summary was out of date before it was published. Several boards of education have withdrawn their schedules originally filed with the department and have filed new schedules. A number of boards of education have made the state schedule automatic to step 15 or 16. The problem of teachers' salaries is still a very live issue. The following is an extreme case but illustrates the continuing consideration boards of education are giving to the problem of teachers' salaries.

In City X, the board of education, February 1946, adopted a new salary schedule which became effective on July 1 following. On the passage of the state salary law, the board adopted by-laws governing the transfer of teachers from the local 1946-47 schedule to the new local schedule adopted in conformity with the state schedule. This resulted in an average salary increase of \$910 per teacher for the school year 1947-48.

In the spring of 1948, the board voted a \$250 cost of living bonus to each teacher effective July 1948. In May 1948, the board voted to make the granting of promotional increments automatic through the sixteen steps. For the year 1948-49, nearly 30 per cent of all teachers will be on the 16th step of the state schedule and will receive in addition the \$250 bonus.

#### CRUCIAL ISSUE IS MERIT

If a board of education does not make the granting of salary increments automatic through the sixteen steps, it must adopt a merit promotion plan, and it must provide for "the participation of teachers in the formulation, application and review of such standards in accordance with regulations established by the commissioner of education. . . ."

In May 1947, the commissioner of education appointed an advisory committee of twenty-one members—representatives of classroom teachers, principals, superintendents and school boards—to advise him on the formulation of regulations and suggestions

for the guidance of local authorities. The report of the advisory committee was published January 1948 under the title, "Handbook of Suggestions for Administering the New York State Teachers Salary Law of 1947."\* The handbook contains the essential sections of the law, the commissioner's regulations, and suggestions for guidance of local advisory committees.

#### ADVISORY COMMITTEES HELP

As of July 30, reports had been received from more than 100 local advisory committees. These are in process of analysis, and a report will be issued later making the results of this analysis available to all schools. Some of these local groups have made notable progress in formulating standards governing the granting of promotional increments. Others have recommended the promotion of all teachers eligible in terms of years of service and are taking another year to study the problem. While those schools which have made the state schedule automatic throughout are not required to have a local advisory committee, several have appointed advisory committees. In City X referred to previously, the committee suggested that it have the following functions:

1. To advise the superintendent and the board in regard to methods of upgrading the professional standards of the teaching staff.

2. To advise on general policies underlying the salary schedule to the end that there will be maximum fair play to the individual teacher, the highest possible morale in the school system as a whole, and a careful consideration of the ability of the tax-paying public to support a good program of public education.

3. To conduct research and to advise on methods which will assure dynamic leadership in the teaching profession.

4. To confer with the superintendent and the administrative staff on personnel policies of the school system as a whole, methods for the evaluation of professional performance, and the provision of functional personal records.

5. To represent the interests of the teaching staff on matters of policy, and to present recommendations

\*Copies may be obtained at 10 cents a copy from the State Education Department, Albany, N.Y.



thereon to the administrative staff and the board of education.

The action of City X is in harmony with the prediction of the state advisory committee "that teacher participation in professional matters will become a continuing and expanding procedure."

This brings us to the crucial issue: How shall teachers be judged? Obviously, there is no measuring instrument available nor is any likely to be devised that can be applied with the precision of a meter bar or micrometer screw. Obviously, in the granting of promotional increments, there is no place for favoritism, "apple polishing," political manipulation. Reduced to its simplest terms, the administrative officer who recommends the granting of promotional increments must exercise good judgment based upon the standards which his teachers have helped to formulate, using the objective data which have been carefully recorded over one or more years (in general, three or more).

If the issue were put to a vote now, it is probable that a large majority of New York's teachers would vote against the promotional increment provisions of the 1947 teachers' salary law. While the reasons for such a negative vote would be varied, the chief reasons fall into these categories.

1. While the present trend is for boards of education to be liberal in granting promotional increments, teachers are fearful that in times of economic stress, boards will tend to promote only the minimum percentages required by the law.

2. Teachers still are fearful that the promotional increments cannot be administered justly and fairly. They have not yet sensed the real powers which the law gives them to bring justice into improving the teaching service.

3. The increasing cost of living encourages teachers to keep up pressure for increasing the number of increments to be granted automatically.

Even so, there is a great deal of honest, constructive thinking going on among teachers. Already, it has been shown that teachers, administrators, boards of education, and laymen can and will work together to improve the profession of teaching by improving the teaching service in each school. While some communities will continue to be skeptical, it appears certain at this writing that New York will give the promotional increment feature of the law a fair trial.

## CONFERENCES CAN BE BETTER

ADOLPH B. HOVDE

Principal, Paradise Hills School, National City, Calif.

IT WAS a highlight of all my years of professional life in San Diego city schools," commented one principal.

Another said, "The conference was outstanding for inspiration and fellowship."

Both principals were speaking of an educational conference for elementary school principals, directors and coordinators of our city schools held at Camp Cuyamaca. Some eighty-five persons drove 60 miles into the country east of San Diego after school on a Friday to attend the meetings. Late Saturday afternoon they returned to the city feeling refreshed.

Several factors were responsible for this sense of satisfaction. One was the site chosen for the conference. At Camp Cuyamaca, operated by the City-County Camp Commission of San Diego, fifth and sixth grade boys and girls enjoy a week during school days.

The first plan was to hold all of the conference meetings in the lodges, but the brisk morning air and later the bright sunshine prompted those in charge to decide to move outdoors. The odor of pines and the vast, quiet hills played a large part in creating a mood of receptiveness.

### AN EVENING OF FUN

Besides these advantages of beauty and restfulness, the camp had meeting places, a dining room, and dormitories large enough for the group.

After dinner on Friday evening everyone gathered in the assembly room, where the entertainment began with performances, stunts and songs selected to break down the reserve of the conferees. Soon everyone had relaxed. Many then chose to play bridge, while others decided square dancing was for them. All had a good time in a friendly and sometimes hilarious atmosphere.

At 9:30 Saturday morning this informal group gathered for the first conference meeting. All looked forward to hearing Dr. William Heard Kilpatrick, the distinguished conference guest, speak on "Education and Social Change."

Following this inspirational talk, the group divided into three parts. Each of these sections reconvened at about 11:15 to listen to a different speaker and to engage in a discussion of various points which developed.

Following the luncheon period, which began at 12:30, the entire group met again at 2 p.m. From then until 3:30 p.m., the secretaries, who had taken minutes in each section meeting, reported back to the whole group the conclusions reached and questions to be answered. Then Dr. Kilpatrick led the discussion period.

The conference was the result of careful cooperative planning. Every member of the planning group was aware of the many conferences most educators attend—some good, some not so good. This one, all felt, must be worth while.

### PAINLESS METHOD

Preliminary plans for the meeting came before the professional study committee of the San Diego City Elementary School Principals. The committee designated the conference as one of its meetings for the year and appointed two members as general chairmen. The general chairmen chose several committees to prepare for the entire conference.

The program committee had the responsibility of obtaining speakers and planning conference meetings for Saturday morning and afternoon. Topics given the program committee were some that had been selected previously by the elementary principals as needing study during the year by the professional study committee.

A registration and finance committee determined costs, collected money and paid all bills. A transportation committee arranged for rides in private cars. An entertainment committee planned for Friday evening, and a publicity committee publicized the meeting not only to those who might attend but also to the general public.

From the Camp Cuyamaca conference San Diego elementary principals learned much in a painless way.



LIBRARY



## PARTNERS: TOWN SCHOOL & TRUST SCHOOL

THE Ray School, a living memorial, came into being as the result of the work of several generations of Yankee manufacturers in the Connecticut town of East Haddam.

Frederick L. Ray, who made the bequest to create the Ray School in memory of his father and mother, James S. Ray and Mary B. Gates Ray, was of the third generation of Rays who had manufactured metal products, including silver plate, in East Haddam. Mr. Ray was a bachelor, but he was keenly interested in young people.

### WANTED NO CONFLICT

In his will Mr. Ray, who died in 1926, left money for "establishing a school in which the vocational arts should be emphasized and which should not conflict with any other established school." This offered a challenge to the planners. The school was to be controlled by a corporation of which the Hartford National Bank and Trust Company was to be treasurer. A majority of the trustees were to be officials of this company. In this way the school was to be free from local control.

It was finally decided after conferences with the state board of educa-

### ROYAL O. FISHER

Principal, Nathan Hale and Ray Schools  
Moodus, Conn.

tion to place the school adjacent to the Nathan Hale School and to operate the Ray School in cooperation with the Nathan Hale. It has proved a wise decision to make the schools complements of each other in providing educational advantages to the youth of East Haddam. As principal of both schools during the last seven years, it has been my privilege to operate the schools as one unit and to realize that they have contributed measurably to the life of the community.

The Ray School is an example of a privately endowed and privately controlled vocational addition to the public school system that has become an integral part of the school unit. The school has made possible a new emphasis on vocational education because it provides facilities that enable the requirement of some vocational work for all pupils.

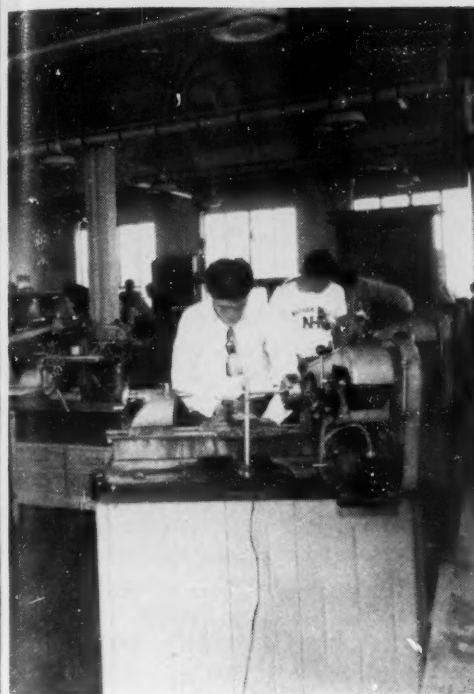
The organization of the system is simple. The Nathan Hale High School and Graded School is sup-

ported by the town of East Haddam and by invested funds and is directed by the board of education of the town of East Haddam. In the town high school, English, mathematics, some sciences, social science, and languages are taught. Grades 7 and 8 are included in both the public and the Ray schools.

### FARMING FOR EVERYONE

In the Ray School, agriculture, commercial subjects, homemaking, science and shop are taught. All boys except selected college entrance pupils are expected to take agriculture or shop for two periods a day. The girls, again with the exception of a few college entrance pupils, are expected to take homemaking. A few elect agriculture. Boys in grades 7 and 8 take shop two or three double periods a week. Girls in grades 7 and 8 take homemaking for the same length of time.

In the shop, a graded six-year program is followed. This program includes mechanical drawing, printing, photography, hand woodwork, machine woodwork, sheet metal work, oxyacetylene welding, electric welding, hand and machine metal work, and



SHOP



TYPING ROOM

**Operated as a single unit, private vocational school and East Haddam public school dovetail programs to serve businessmen, farmers and manufacturers in this fairly typical Connecticut community.**

automotive courses. This gives all the boys an opportunity to explore many fields and to gain considerable skill in many of them.

In homemaking, the girls follow a similar graded six-year program, planned to give skills and experiences of increasing difficulty. It includes cooking of all kinds, table manners, sewing, dressmaking, dietetics, child care, home budgeting, home decorating, furniture repairs, care and repair of clothing, and home gardening.

The commercial course includes typing, stenography, junior business training, business practices, and book-keeping. Students also learn to use office machines.

The science courses are physics, chemistry, general science, and radio. Radio students set up a television set last year.

#### TEACHER ADVISES FARMERS

The agriculture course is based on home projects and does much to serve the community. Farming in the area includes general, dairy and poultry farming, market gardening, and farm shop. The instructor serves as an adviser to local farmers and takes boys out to help on farms. He

continues advising students after graduation and encourages them to continue as active members of the Future Farmers of America.

The school as a whole has been able to offer help to businessmen, farmers and manufacturers by providing skilled workers and advice of various kinds. This was apparent when the school was operated on a twelve-month basis with ten months of school, one month of work in the community, and one month of vacation. For two years this plan was followed. During the first year, a program of study of the community and its industries was carried on. The second year, an effective program of home visiting gave good results. Increased activities during the war necessitated additional part-time help.

The heavy wartime and postwar schedule and other problems made it advisable to adopt a uniform ten-month system for the entire school.

Ray School has had a marked effect on the choice of occupations of its graduates. It has been possible for them to go directly into skilled and semiskilled occupations. Graduates in the years 1942-48, inclusive, numbered 163. Of the thirty-one students who

went to college, more than half majored in homemaking, commercial work, or engineering. In the commercial field, twenty-six do office work and ten, store work. Ten entered the field of agriculture. The six girls who entered nursing said their homemaking courses were of great value.

#### THE JOBS THEY GET

Of the other graduates, eighteen entered shops of various kinds; seven became carpenters; four work for the state highway department; five are garage mechanics, and seven are machinists. Others do upholstering, electric or radio work or have joined the army. Of the 163 graduates only two were unskilled.

Some of our boys went directly into army and navy technical schools. Several earned machinist's ratings in the navy, assignments as ship photographers or airplane mechanics.

Ray School is a memorial that functions efficiently in the school system of East Haddam. The boys and girls of the community who throng the halls and classrooms of the school are reaping the benefits of this living memorial, and they go out into the community to make better citizens.



# BETTER THAN PRESSURE TACTICS

## State Association Provides Salary Mediator

THOMAS E. ROBINSON

Superintendent of Schools

Mercer County, New Jersey

SCHOOL administrators of New Jersey have been watching closely during recent years the pioneering field program of the New Jersey Education Association. A program whose chief objective is to improve the salary status of teachers is bound to have an impact upon administration, for the field men must work within the same area of teacher-board-community relationships in which the administrator also moves dangerously.

The New Jersey Education Association serves more than 26,000 members. Practically all administrators are enrolled, and many play active parts in developing association policy.

The salary status of teachers was low when the New Jersey field program was inaugurated. Inflationary pressures, teacher shortages, and public sentiment necessitated the making of salary adjustments with a rapidity that could not fail to generate heat in some quarters. The association hoped its field program would provide the accompaniment of light, in local situations, through the presentation of factual information and comparative data, tactful leadership, and effective public relations technics.

### ENTIRE PROFESSION BENEFITS

Administrators who knew the critical nature of the situation felt that guidance and counseling provided by an overall professional organization, such as the New Jersey Education Association is, might prevent local situations from exploding with a violence harmful to the professional welfare of teachers as a group and injurious to the educational interests of the state's children.

It is worthy of note that New Jersey's new state constitution, adopted by the people after the N.J.E.A. field program was initiated, provides that:

"Persons in public employment have the right to organize, present to and make known to the State, or any of

its political subdivisions or agencies, their grievances and proposals through representatives of their own choice." At the present time the state education association employs two field men, full time, whose instructions are to spend virtually all of their time in localities which have solicited and been granted the assistance of the association.

The field men are overburdened with calls. In one year alone they served more than 200 communities. In those communities that year, at least partly through the efforts of the field men, salaries were increased \$3,000,000.

Some of the cases undertaken by the field men require little more than consultation with local association leaders. Other cases are extremely difficult and involve several years of constant effort. Such a case was that of Paterson, which has been described in print under the title of "Peace in Paterson."\*

In 1946 the Paterson teachers took their famous "day's absence" to bring home to the community their plight in the face of rising prices and low salaries. The teachers asked for the aid of the New Jersey Education Association. The city and the teachers finally agreed on a \$150 rise, \$150 increments, and \$200 increases in the scheduled maximum salaries. This still left the elementary school maximum at \$3000 and the high school maximum at \$4400; many teachers were not at their proper places on the schedule. The case entered the association files as "incomplete," and work was continued during the next year, with more than 100 service calls to Paterson registered by the field men.

A community relations program was advised as the solution. The first task was to unite the teachers, who

were splitting into factions, some wanting a revision of the salary schedule while others insisted that the first need was full adjustment on the existing salary schedule. Finally, after innumerable conferences, all groups agreed on a program and joined together as the "United Teachers of Paterson."

The field representative, together with teacher leaders, carried the program to civic and luncheon groups. The teachers raised a campaign fund of \$5000 by assessing themselves \$10 each. They asked the Women's Civic Council, representing seventeen organizations, to form a nonpartisan, nonpolitical citizens' committee to survey and report on the facts, and the teachers agreed to abide by its findings.

Thus there came into being a Citizens' Advisory Committee, consisting of twenty-one leaders of labor, business, public employment, taxpayers' leagues, P.T.A., and church groups. The committee asked one of the association's field men to serve as its consultant.

Over the summer facts were assembled—facts on Paterson's history of budget increases, facts on salaries in comparable communities, and facts on per pupil costs. With these data before it, the committee prepared a report recommending a specific salary schedule. Every phase of the report was supported by charts and graphs. Financed by the \$5000 fund of the teachers, a series of twelve quarter-page advertisements appeared weekly in the four Paterson newspapers, based entirely on the facts underlying the advisory committee's report. A direct mail campaign, flooding key citizens with pertinent material, was inaugurated.

But the report itself, in order to avoid any accusations of political partisanship, was withheld until after the city election. Then, at a dinner for

\*New Jersey Educational Review, March 1948.

the board of education given by the citizens' committee, the report was presented. It recommended a single salary schedule, with increased minimums and maximums, and an annual 25 per cent adjustment toward correct placement on the new schedule.

Public hearings, private conferences, counteroffers and joint negotiations followed. Finally the board of education and the board of school estimate adopted the provisions of the report *in toto* and appropriated an additional \$425,000 to finance it. Peace had finally come to Paterson.

The Paterson case was a difficult one in which community pressure had to be developed as a lever to move an adamant board and local government officials. In most instances, however, field men find that their contacts are confined to local association leaders, superintendents and boards of education. They find, too, that their chief task is to keep the lines of communication open and to prevent joint conferences from becoming deadlocked. When conferences and negotiations between the interested parties break down, new bases for conferring have to be found and the meetings continued until solutions appear.

Individual superintendents of New Jersey, after several years of experience with the association's field program, have at times been critical of its administration. They realize, however, that the service is a unique one, subject to the perils that pioneering in a new field involves. Some of their criticisms refer to practices that have since been abandoned or to practices, recognized as inadvisable, which were the natural result of an overcrowded case load and a desire to speed up settlement processes by short-cutting preliminary steps. In general, these criticisms by administrators have been heard most frequently:

**1. Sometimes the superintendent has been by-passed or disregarded, with the field representative attempting to deal directly between teachers and board.**

It is probably true that such by-passing has occurred. It is not general practice, nor is it advisable practice. When a field man enters a case, his first step is to solicit an interview with the superintendent, to obtain his advice and consultation, and, if possible, his cooperation, and to discover the difficulties that hamper solutions.

Superintendents are commonly as interested in salary increases for teach-

ers as are the teachers themselves. Several superintendents have declared that the association field program has strengthened their hands in obtaining adequate salary adjustments. "When the board knows that the teachers can get effective outside help, it is more willing to accept the salary suggestions I make, to prevent an outside representative being called into the picture," said one administrator.

**2. Too often the field men support uncritically the salary proposals of a local association, regardless of their reasonableness.**

Whatever justice this criticism has, the association has moved to overcome it. The field men strive hard not to become proponents of any specific plan. Instead, they try to keep negotiations moving. When, in the conferences, possibilities for settlement that might be acceptable to both sides peep forth, the field men hasten to explore the new ideas. They are present to give facts, not to insist upon a particular plan. They try to help both board and teacher reach an amicable and fair solution. Whenever they become staunch and unmovable advocates of a fixed plan, they injure their advocacy of the conference as a way of negotiating.

**3. The field program tends to array teachers against administrators and to strengthen the unfortunate conception that their interests are different.**

Not all administrators are humane, democratic and wide-visioned. In a few instances the association has had to fight bitterly against the tyrannical type of feudal overlord, now regarded as an anachronism by both teachers and fellow administrators. Offsetting such criticisms are commendatory comments, more frequent in volume, stating that the intervention of the field men has resulted in greater mutual understanding and sympathy. In most cases administrators are closer to teachers when cases are terminated than when the cases were begun.

**4. The field men are called into situations prematurely before the local association has exhausted its other resources.**

This is probably a just criticism. Administrators naturally like to see their communities solve their own problems. Since the field service is known to be available, it is perhaps natural for local teacher leaders to solicit skilled help at the first sign

of an obstacle. To overcome this criticism and to relieve its overburdened field men, the association has established a committee to pass on requests for assistance. In the future, the association will attempt to accept only critical cases in which all alternative methods have been tried and found unsuccessful.

**5. The communities acquire the impression that the association is an agitating force, making discontented teachers out of its formerly contented faculty.**

Field men are considered "agitators" by the public (1) when they enter a situation prematurely before the public realizes that a deadlock has occurred, and (2) when they allow themselves to become "front men" for the local association plan rather than consultants and mediators. It is natural, perhaps, for the public, when it sees a field man as spokesman for the previously silent teachers, to believe that he has prepared their plan and motivated them to action.

When the field man assumes the rôle of consultant and adviser to both parties, however, and when he enters at the psychologically right moment, after both parties have been unable to resolve their differences, the danger of being called an agitator and a fomenter of local discontent vanishes.

Admittedly the field program of the New Jersey Education Association is unusual, a new instrument in a new world. There is reason to believe that it satisfies a need and serves a justifiable purpose and will continue to exist as a growing factor in board-superintendent-teacher-community relations. Admittedly fraught with some dangers, it is an instrument that superintendents and teachers have mutually determined to make effective. There is in New Jersey no disposition to abandon it, although there is constant, vigilant resolution to iron out its defects and to fashion it ever better for the function it is designed to perform.

Perhaps the whole case for the field program was best summarized by the superintendent who said: "There was a vacuum that existed, and the field program, with a professional approach guided by a professional teachers association, moved into the vacuum. The vacuum could never have remained empty, and we are fortunate that it was filled by a professionally activated field program rather than by a pressure type of program."

# EACH EMPLOYEE AN AMBASSADOR

**M**OST public school employees have a general idea of what is meant by the term "public relations," but they do not understand how a program is organized or what technics are involved in carrying it out. Yet they are confronted constantly with situations that call for a background of knowledge in this field and for a high degree of skill in dealing with people. Under the circumstances, the question naturally arises as to what can be done to train school employees for this important aspect of their work.

At least three different types of training are needed to prepare personnel for public relations. First, there is



a direct type of training pointed at the development of basic understandings concerning the nature and importance of public relations. Second, there is an indirect type of training that comes from taking part in planning and working out the details of the public relations program itself. Third, there is a technical type of training that must be given to those who direct certain specialized activities. All three types of training will be discussed, together with some suggestions for organizing the in-service program.

## DIRECT TRAINING FOR ALL

Direct training should be given to all employees, meeting either as a single group or by individual building units, depending upon the size of the school system. Under the leadership of an administrator, an outside consultant, or a faculty member, instruction should be carried on relative to the meaning of public relations, the specific needs that give rise to its place in the local school

**LESLIE W. KINDRED**  
Professor of Secondary Education  
Teachers College, Temple University

system, the overall picture of a complete program, and the results that may be expected from it.

It so happens that staff reactions at the start of the training program are frequently discouraging. The group may show little enthusiasm for what is said. Employees may adopt the attitude that it's better to keep still unless they're looking for more work to do.

Reactions of this kind are sometimes the product of administrative practices that destroy initiative and cause individuals to act cautiously. Generally, however, they can be attributed to poor instruction procedures on the part of those who direct the training program.

Consequently, various approaches may be needed to arouse interest, break down prejudice, and establish the conviction that every person employed by the school system has an obligation to earn the good will and respect of the public. An approach that usually works is that of exploring the everyday events and circumstances symptomatic of the need for doing something about public relations. For instance, the mere reviewing of complaints about the school that come into the office tells a story that the staff should hear. The reasons behind a poor press can be probed with



a great deal of profit. The returns from a public opinion poll on school questions act as a springboard for school personnel's looking into the whole field of school and community relations.

When the point has been reached where the group freely expresses the thought that action should be taken to let the public know the true facts about the schools and the conditions surrounding their operation, then the machinery can be set in motion for getting at the problem of building co-operatively a planned program in public relations.

If the group is willing to go ahead with the job of building a public relations program, the work can be divided into three principal areas of study, namely, school and community, personal public relations, and formal activities.

## TRAINING THROUGH DOING

*School and Community.* In this area, staff committees must collect, organize and interpret factual information that is necessary for sound planning. Among other items, this information should cover the cultural composition of the community, the relative importance of different organized groups in community life and their interests in education, the individuals who exercise leadership in influencing public opinion, the history of past and present conflicts, and the nature of public opinion regarding local educational policies and practices. These data can be gathered by means of a short, practical type of sociological survey and by interviews with a scientifically selected sample of the population.

At the same time, attention should be given to the attitudes and opinions of all employees and pupils of the school system.

Inasmuch as the individuals who make up these two groups have a wide range of contacts in the community, what they think and say about the school is important in shaping the public mind. Carefully administered, unsigned questionnaires usually will provide the information that is wanted, especially for removing causes of dissatisfaction long before the formal public relations program goes into effect.



## How to Organize In-Service Training in Public Relations to Fit Local Conditions in Large and Small School Systems

It is likewise recommended in this area of study that a staff committee bring together a pertinent body of material about the school system to be published as a handbook for employees. The handbook should include information on school costs, tax rates, enrollments, sources of income, number of employees, current operating policies, and related materials in which the public has an interest. The preparation of such a handbook not only promotes confidence in the integrity of the administration but also provides on-the-spot information for dealing intelligently with the public at all times. It should be revised annually and reviewed periodically by all employees.

*Personal Public Relations.* Special concern ought to be shown for the place of personal public relations in the interpretative program. Each group



of employees, from administrators to cafeteria workers, should analyze the nature of its school and community contacts with the public. The employees should evaluate the attitudes they encounter, note the questions they are asked, study in detail the factors that create favorable and unfavorable opinion, and work out techniques for developing through these contacts good will and public understanding of the educational program.

The findings of all committees working in this area should be compiled, edited and printed in booklet form. This booklet should show how each employee comes in contact with the public, how these contacts should be handled, and the benefits that come from them. Like the handbook of in-

formation about the school system, this publication should be revised periodically to increase its functional value.

*Formal Activities.* The formal public relations program consists of a series of activities involving the use of various types of media through which the school is interpreted to the community. Among these media are newspapers, annual printed reports, advertising, special bulletins, letter stuffing, home contact reports, student publications, motion pictures, radio programs, speakers and the like. The place and importance of these media should be thoroughly understood by all members of the staff.

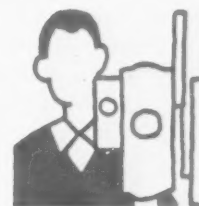
Each committee working on this aspect of the program should be assigned to a particular medium of interpretation and given the right to plan a detailed series of activities involving its use. All committees should be assisted by outside consultants and by local resource persons who are capable of advising on technical matters.

The final recommendations of each committee should be prepared in accordance with an adopted outline for reporting. All reports should be duplicated and distributed for study to the entire staff prior to their formal consideration. Those which are accepted should then be incorporated into a master plan of the program.

### TECHNICAL TRAINING FOR SOME

To use effectively certain public relations media, such as newspapers, radio programs, and motion pictures, the directing personnel should possess a background of specialized knowledge and a high degree of technical skill. Since it is not always possible to find such personnel among the staff members of a school system, it may be necessary to employ outside specialists. The cost, however, precludes this possibility in most school situations. As an alternative, the use of certain media can be withheld from the program until technical training has been given to interested staff members.

If there is not a sufficient number of staff members to justify organizing the technical training program within the school system, arrangements can be made for their attendance at universities with the school system underwriting the cost. In either case, the investment is relatively slight compared with the results that come from an intelli-



gently prepared and skillfully directed series of formal public relations activities.

As previously implied, the in-service training program should be organized to fit local conditions. In a small school system, the staff may meet as a single group under the leadership of the superintendent or supervising principal. He may be assisted in planning the program by a committee made up of representatives from all levels of personnel. The actual work of developing the public relations program, which constitutes the core of the training procedure, should involve every person employed in the school system.

In large communities, the general outline and procedure for organizing and directing the in-service program may be developed by the superintendent and his immediate associates or by a committee of administrative, instructional and noninstructional personnel working with the superintendent. The general plan may then be put into practice on a district basis, or it may be carried out on an individual building basis under the direction of the principal. If the latter pattern is adopted, the building principal works cooperatively with his staff along lines previously described.

*The 13th and 14th years of public education may be the answer to the failure of today's high school*

## A PEOPLE'S CURRICULUM FOR THE JUNIOR COLLEGE

MARCELLA R. KELLY

Assistant Superintendent of Schools  
Holyoke, Mass.

Member of Administrative Staff  
Holyoke Junior College

NOW as never before, the public controlled junior college is one of the most vital and potential needs of America's secondary school structure. It is as necessary in our time to the welfare of our nation as was the democratization of the high school at the turn of the century.

More than that, as the legal control of junior colleges becomes invested increasingly in public bodies, boards of education and school administrators must *not* plan its future as the future of the high school was planned in 1894 "for that small proportion . . . who show themselves able to profit by an education prolonged to the 18th year, and whose parents are able to support them while they remain in school."<sup>1</sup>

### PEOPLE'S COLLEGE OF TOMORROW

To the contrary, the junior college must become, if it is to make a significant contribution to American culture, the people's college of tomorrow, open to all who have the capacity, desire and need for higher education.

Sooner than we realize, boards of education and administrators of public school systems are going to become increasingly concerned with the public junior college movement. Throughout our land, the conviction is growing that education should be extended two years beyond high school, and that these 13th and 14th years should be supported, partially at least, by monies from the public coffers. Eventually, public controlled junior college education, depending upon the interest evidenced in it and the creative imagination of the men chosen to administer it, may well

become tomorrow's answer to the failure of today's high school.

Harold Spears, curriculum coordinator of San Francisco's public schools, maintains that the American high school is again in the headlines not because of the things it is doing but because of the things it is failing to do.<sup>2</sup> Perhaps the truth of the matter is that today's high school, which has not yet reached its full stature, is being expected to do too much to meet the demands of an atomic civilization. *The world itself has changed more between 1939 and 1948 than the high school curriculum has changed from 1894 to the present time.*

In the long stretch of atomic years lying before us, it is probable that high school education, even should it be completely reorganized, will be woefully inadequate for the majority of our youths. Each year vast numbers of the country's high school students, though recipients of diplomas from their respective institutions, step into the business of living seriously unprepared to meet their life needs. On the other hand, statistics of the U.S. Office of Education reveal that the holding power of the American high school is so poor only 47 per cent of the youths who enter high schools throughout the country actually remain to be graduated.

Evidence is mounting to show further that the chief contribution the high and trade schools make to our culture today is the preparation of young people for college and the skilled trades, respectively. Consequently, secondary education as it is now organized

<sup>2</sup>Spears, Harold: *The High School Has Yet to Reach Its Full Stature*, Am.S.B.J. 116:3 (March) 1948, p. 17.

does not prepare the majority of our youths for those semiprofessional occupations or businesses that require an extensive period of general education plus some specialization in specific fields of interest. It is the task of the junior college to organize curriculums that will serve the needs and interests of the latter group. If we so move, junior college organization may well serve to free the high school so that it may revamp its curriculums in terms of new areas and more functional goals.

The junior college of the future, if it is to survive, must offer more than anything else a terminal type of program. It must be set up to serve the needs of the majority. Existing junior college curriculums all too frequently are patterned after the conventional liberal arts programs. Moehlman refers to prevailing junior college organization and administration as "artificial and transitional."<sup>3</sup> Should the junior college curriculums continue to be limited to the languages, exact sciences, and the social studies, that organization as a people's college will fail.

Curriculums for a people's college must be broad enough to meet the life interests of the youth of all the people. What is offered must reflect the needs of an atomic civilization. Course content must be dynamic, utilitarian and challenging. Subject matter must embrace newer and more recent explorations in the fields of science, art, music, drama, industry, politics, government, technocracy and the humanities.

### WHAT SHOULD BE TAUGHT

Those who construct curriculums at the junior college level must yet explore the vast possibilities inherent in such functional areas as the following: *radio and television*—script writing, program production, program direction, program management, advertising, and spot announcing; *journalism*—newspaper editing, reporting, rewriting, special feature writing, makeup and newspaper advertising; *theater, radio and television arts*—play writing, play directing, play producing, and play acting; *industrial management*—plant foremanship, division inspecting, psychology of dealing with personnel; *decoration and design*—home furnishing, interior decorating, color harmony, and commercial and domestic design; *human relations and homemaking*—child care, nutrition, budgeting, decor-

<sup>3</sup>Moehlman, A. B.: *School Administration*. Boston: Houghton-Mifflin Co. 1940, p. 572.

<sup>1</sup>Report of the Committee of Ten. New York: American Book Co. 1894, p. 51.

ating, home management, and principles of human relations; *insurance*—business foundations of insurance, office management, insurance underwriting, and insurance adjusting; *horticulture and floriculture*, and numerous other fields that would similarly capture the creative imagination.

It is not anticipated that the public controlled junior college, unlike the public high school, will be established in every city, town or village of size in the country. Adequate support and maintenance may be possible only if surrounding communities pool their financial resources. Additionally, state and federal aid will also be necessary. It is probable, too, that the more successfully organized junior colleges of tomorrow will be those set up in fairly large cities, those able to draw enroll-

ment and support from communities within a commuting distance of no more than 30 miles.

In view of this prospective development of public controlled junior colleges, it will behoove superintendents and boards of education of large and small communities to express active interest in the addition of 13th and 14th years to their present twelve-year public school programs.

A soundly organized junior college will serve more than youths; it will serve the adult minds of the community as well. The community college, as reported by the President's Commission on Higher Education,<sup>1</sup> will serve

<sup>1</sup>Higher Commission for American Democracy. Vol. I, Establishing the Goals. Washington, D.C.: U.S. Government Printing Office. 1947, pp. 68-69.

to keep the intellectual curiosity of adult minds alive by stimulating their thirst for learning and improving the quality of their lives. To accomplish the latter, the program offered by the people's college must be broad, flexible and timely. The junior college of the future must be organized to offer day and evening programs; it must accept full-time or part-time enrollees.

Our hope for tomorrow is in the public controlled community college. If America is to produce a more competent, more satisfied, and more satisfying citizen, we must look beyond high school education to achieve our goal. We must look to the addition of another unit to the traditional structure of our public school system. That unit will be the people's college of the new day.

## EVERY STUDENT A CANDIDATE FOR THE SCHOOL LETTER

ROSCOE VERNE BUCKLAND

Principal, Fincastle High School  
Fincastle, Va.



SOMETHING of a constructive nature can be done about the method of awarding school letters. The students who wear school letters are the ones who represent the school, to a great extent, in the eyes of the public.

Under the conventional system of strictly athletic awards, only a small percentage of the school's student body can earn letters. It also is an unfair plan, because only the athletic phase of school life is emphasized. Undue stress is placed on physical ability in contrast to overall ability. Athletic letters can be won only for activities that are closed to many members of the school for reasons over which they have no control. It also seems out of line to award an athletic letter to a student who probably takes part in a single sport three months in each year, whereas being a good citizen is a full-time job.

Fincastle High School proclaims its outstanding students with School Citizenship Awards. It is well to state the philosophy behind this method. A school should discover and develop the best in each boy and girl and should recognize the fact that athletics make up a part of the school program but that they are not the whole school program. Students must have an active part in school planning and school operation. Boys and girls who are good school citizens should have the same right to represent their schools by wearing a school letter as do gridiron heroes.

Under the Fincastle system, school letters can be won by any student who presents satisfactory evidence that he has been a good school citizen for the year. One might say that it is a difficult task to measure citizenship, but worthwhile results have been produced. Our

system recognizes that the entire life of the student is important to his success and happiness.

Early in each school year a School Letter Award Sheet is provided each student who is interested in trying for a letter. This sheet lists the various requirements that are to be considered in the award.

A new sheet is prepared each year by a committee composed of an equal number of students and faculty members. After several meetings, these members determine the requirements that should be set up for that year. They try to consider all of the many phases of school citizenship that contribute to making better boys and girls. The following have been used as major headings: health, scholarship, use of leisure time, vocational interests, individual differences, good character, athletics, extra-class activities, church ac-



tivity, home activity, friendships and other activities. Usually, students are required to make certain points under each group.

Activities may range all the way from grades, parties attended, home chores regularly performed, and 4-H projects to such considerations as attitudes toward schoolmates. Thus, any item that contributes to the betterment of the student is worthy of a place in this program. It is planned to give as many students as possible a chance to earn the award. A tiny freshman may not make the football team, but if he is interested enough to do his best he will be given the same consideration as the athlete who carries the ball. Any student who holds a top office (captain of a team, president of a class, homeroom president) is given extra points.

The entire system is based on the honor plan. Each student is required to keep his own record and to present it to the committee in his own wording. Under the old system, the stress was on athletics only and the point was to limit the awards to a few. Under our plan the success is greatest when more and more students meet the standards. Students compete against themselves, instead of against others, and it is possible for all students to win an award.

Students and teachers working together produce results that could not possibly be attained under the other type of program. Boys and girls are made to feel that they are a part, an important part, of the school. It is their school, and as such they must strive toward the highest standards in honor, achievement and character. Someone might say that such simple things as helping with the chores at home and correcting a personal defect are very small things, but we must also agree that it is these small and seemingly unimportant things that go to make our boys and girls the worthwhile men and women of tomorrow. No good habit is too small to be encouraged; nor is any bad habit too small to be corrected. Under this plan the students learn by doing and grow by proper and pleasant learning.

Fincastle High School has used this plan for at least six years, and we are highly pleased with results. Why shouldn't they all be quarterbacks?

Students interested in winning an award must answer a questionnaire. The questions used last year appear in the adjoining columns.

## SCHOOL LETTER AWARD SHEET

### Citizenship

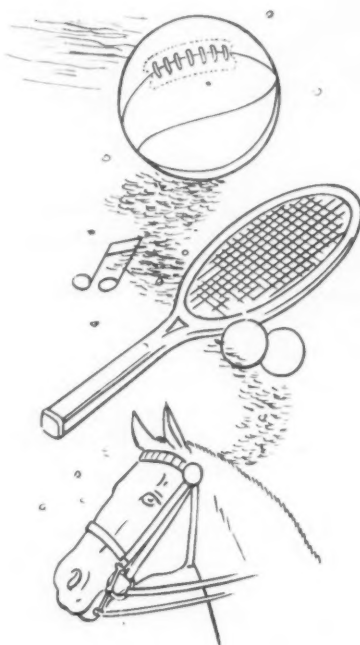
1. What is your idea of a good school citizen?
2. Who, in your opinion, has been the best school citizen this year? Give reasons for your answer.
3. List four things you can do to improve your own citizenship.
4. What are your citizenship grades for this year?
5. If there are any grades in item 4 other than "A's" or "B's," what are you doing to correct the situation?
6. List six rules for making yourself an accepted member of a wholesome society.
7. Students who wear school letters represent the school in the minds of other people. How do you expect to act to give others a good opinion of your school?

### Scholarship

1. Why are good grades important?
2. Have you failed any subjects this year? If so, list those failed.
3. Describe fully your home study program.
4. How have you attempted to improve yourself this year other than to prepare class assignments and do required reading?

### Athletics

1. What part have you taken in school sports during the last twelve months?



2. Why is good sportsmanship important?
3. What are some characteristics of a good sport?
4. What have you done to assist in making the sports a program of success?
5. If you have had no active part in the sports, what games have you seen?

### Club Activity

1. To what clubs or school organizations do you belong?
2. What offices do you hold in above organizations?
3. In your opinion, what is the most outstanding club in school? Why?



### Church Activity

1. To what church or religious group do you belong?
2. What office do you hold?
3. What have you done to make your church program a success?
4. Discuss your church and Sunday school attendance over the last twelve months.
5. Why is church attendance important in your development?

### Home Activity

1. What tasks or duties do you do to make your home life more harmonious?
2. How do you feel toward members of your family older than yourself?
3. How do you feel toward members of your family younger than yourself?
4. Your parents have done much to give you a good home and good opportunities. What do you expect to do to help reward them, although it may be in a small way?
5. List five simple rules that would help to make you a better member of your family.

### Friendships

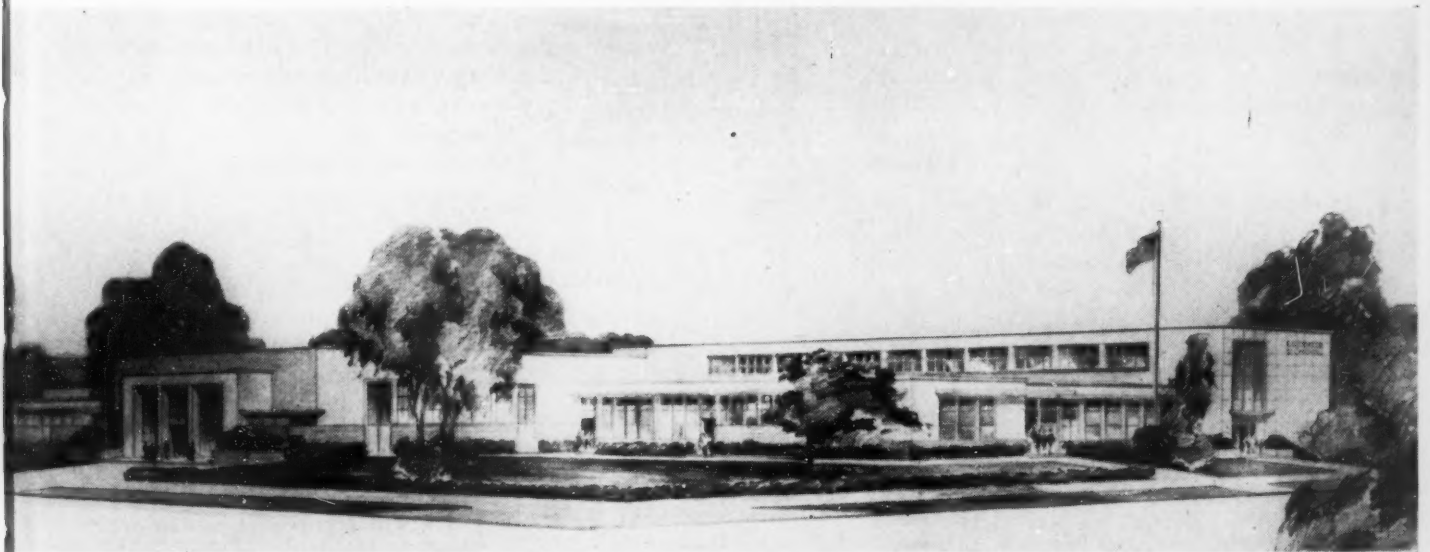
1. What points do you consider in the selection of a friend?
2. Students with a good personality usually have a lot of friends. What can you do to improve your personality?
3. Do you have all the friends you want, do you have too many? Discuss this topic.

### Other Activities

1. What part have you taken in the music, foreign language, forensic, literary or creative writing programs of the school?
2. On what occasions have you represented your school other than in the sports program during the last twelve months?
3. What school functions held at times other than school hours have you attended during the last twelve months?

---

## WHEN TEACHERS HELP IN



Le Conte Elementary School, Berkeley, Calif., designed by Dragon, Schmidts and Hardman, architects of Berkeley. See pages 34 to 38.

# *Schoolhouse Planning*

---

# BERKELEY SETS PATTERN FOR ELEMENTARY SCHOOL PLANTS

STEP BY STEP, EACH PHASE OF THE ELEMENTARY SCHOOL PROGRAM WAS CONSIDERED AS A STAFF PLANNING GROUP TRIED TO DETERMINE THE CITY'S SCHOOL BUILDING NEEDS

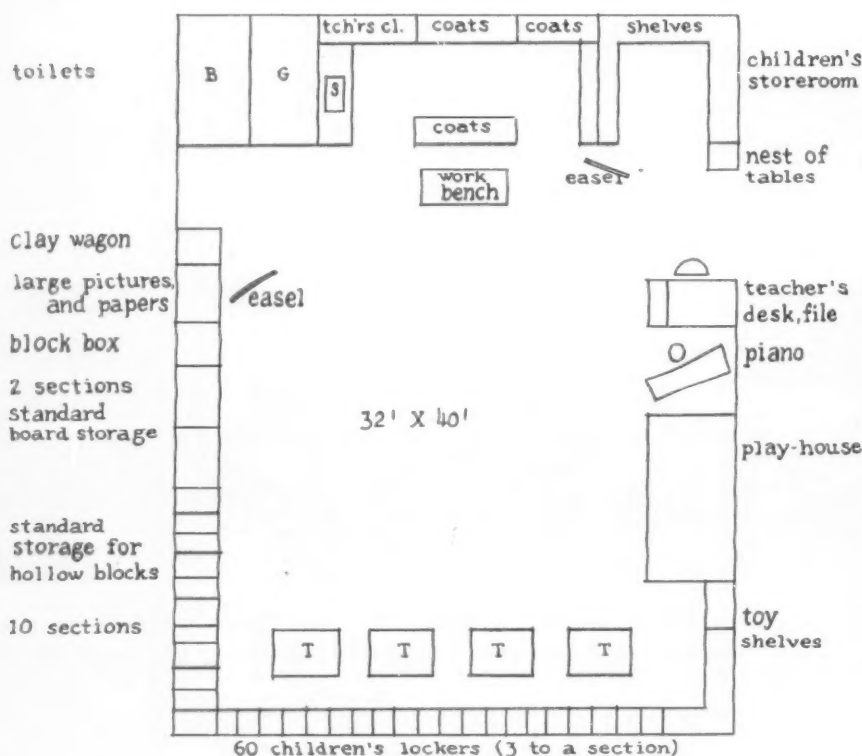


Figure 1

Kindergarten Room Arrangement

IN RECENT years the school housing situation in Berkeley has become critical. After a survey of building needs showed that at least five new elementary school plants and two or three primary units would be needed to meet housing requirements, I appointed a committee of school people to determine what kind of building facilities are essential for a modern program at the elementary level. Participating in the study were the

elementary school supervisor as chairman, some of the principals, the superintendent of buildings and grounds, the two assistant superintendents and I.

From time to time, as the need arose, consultations were held with other school personnel, such as teacher groups, school nurses, the health director, the supervisor of cafeteria services, the supervisor of nursery schools and child care centers, supervisors of special subjects, and custodians. Lay

groups, including the parent-teacher association and the Berkeley Council of Social Welfare Agencies, also were consulted and urged to make recommendations, particularly in connection with facilities for community use.

The building committee worked two years in carrying out this assignment. Visits were made to many schools under construction or recently constructed in the San Francisco Bay area. Bulletins and reports were read and analyzed in the light of local needs. Recognized authorities on building problems were consulted. Step by step, each phase of the elementary program was considered as the committee sought to determine Berkeley's elementary school building requirements. While a great deal of attention was given to all parts of the school plant, emphasis was placed on the need for functional classrooms that would be adequate in size, properly equipped, and esthetically pleasing to children, teachers and public.

An important part of this investigation was the development of detailed plans for a primary classroom and a kindergarten classroom which would implement the educational program of our schools. When the plans were completed, an experimental kindergarten and a primary classroom were constructed and put into service so that we could try out under actual teaching conditions the materials, equipment and classroom arrangement recommended for use at these levels in the Berkeley public schools.

At the conclusion of this study, the committee's findings were submitted to the superintendent in a report entitled, "Some Essential Features of a Good Elementary School Building."

**THOMAS L. NELSON**

Superintendent of Schools  
Berkeley, Calif.



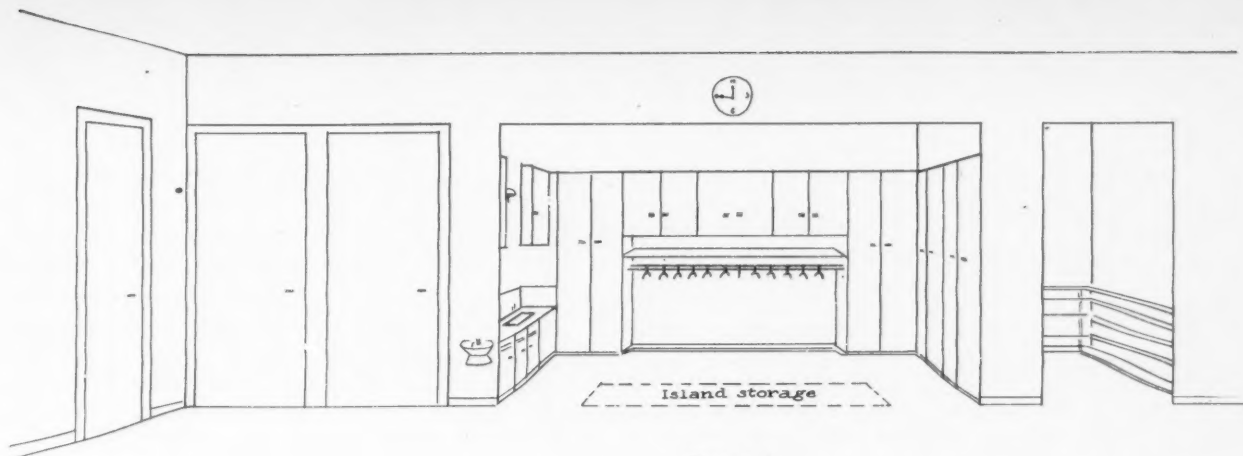


Figure 2

Kindergarten (or Pre-Primary) Service Area

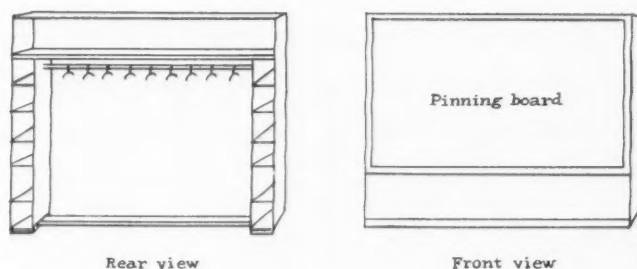


Figure 3

Island Storage for Coats, Lunches, Galoshes

Island Dimensions: Height, 5 feet 6 inches; length, 6 to 6 feet 9 inches; depth inside, 1 foot 8 inches.

Shelf: Height from floor in kindergarten and primary rooms, 3 feet 11 inches; in grades 4, 5 and 6, 4 feet 4 inches.

Boxes: With slatted bottoms for caps and lunches or traffic sweaters, number on each side, 6; width inside, 8 inches; depth, 1 foot 8 inches.

Pole for Hangers: Height, top of rod to floor in kindergarten and primary room, 3 feet 5 inches; in grades 4, 5 and 6, 4 feet 4 inches.

Hangers: Length of hangers in kindergarten and primary room, 14 inches; in grades 4, 5 and 6, 16 inches. Length of neck wire, 2 1/2 inches; from top of rod to hanger, 3 inches; ring diameter, 3/4 inch for 1/2 inch pole.

Space for Galoshes: Raised base 4 inches high, 8 inches deep covered with a heavy linoleum.

Pinning Board: On front of island; cork material; treated with color to match walls; narrow frame to match woodwork, and strip at base painted to match the baseboard.

This report has been used as a guide by architects in the planning of all our new elementary schools; as a result, it is confidently expected that many advantages will accrue to the school children, the teaching staff and the community as a whole. Inasmuch as the recommendations of the building committee cover the entire school plant and are specific in detail, it is impossible to do more in this article than describe briefly a few of the outstanding features.

The committee believes that one-story structures offer advantages that make their construction desirable whenever the size of the site permits and that, whenever possible, outdoor classroom extensions, terraces or patios should be provided. Outdoor classroom extensions are most essential for kindergarten and primary rooms, and for these areas a southern exposure is preferable in Berkeley because of the need for greater warmth. Few school sites in this city are adequate in size for all needs, and playground space is

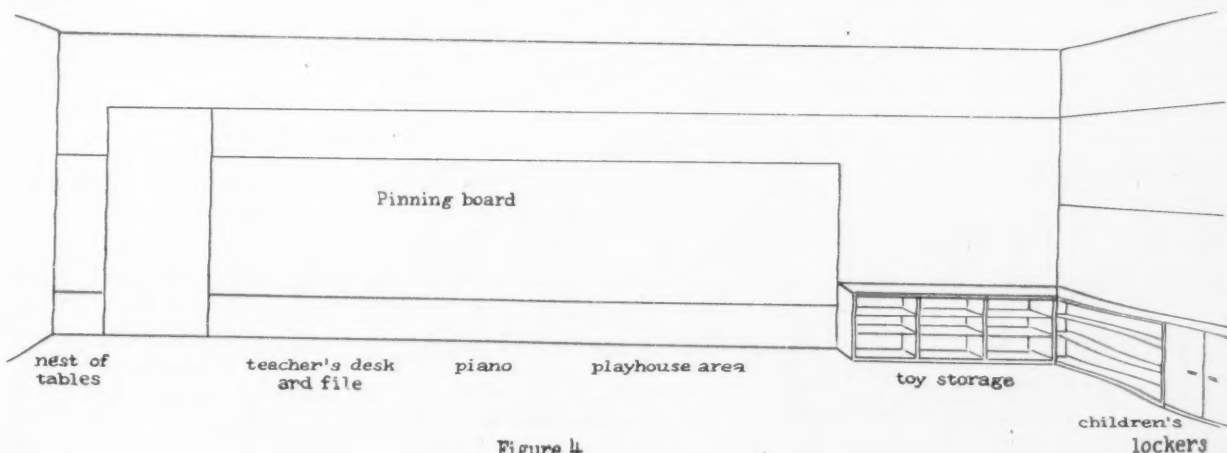


Figure 4

Kindergarten Toy Storage

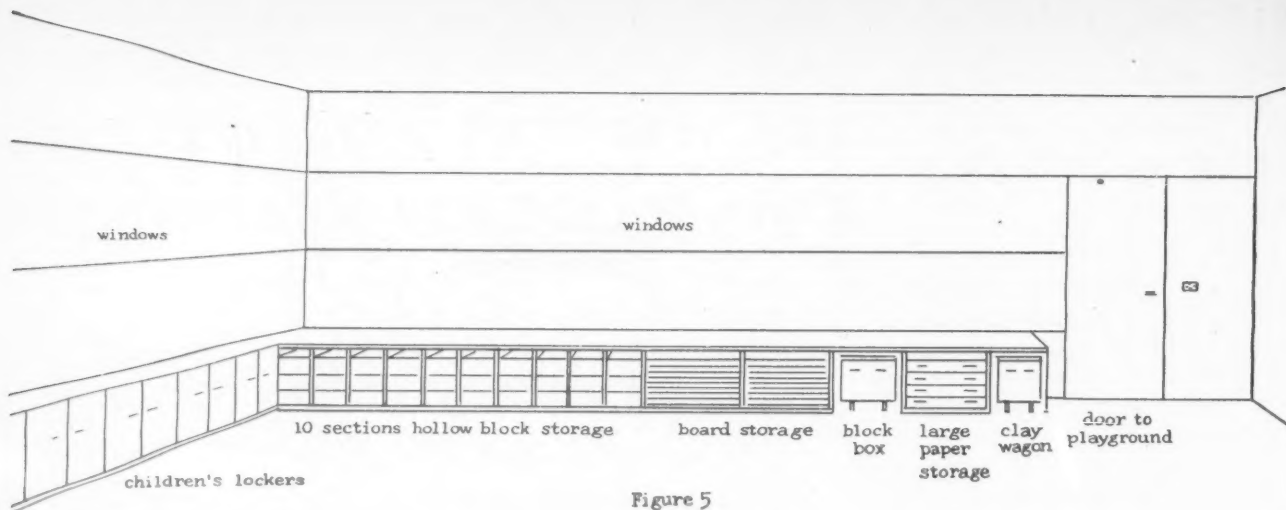
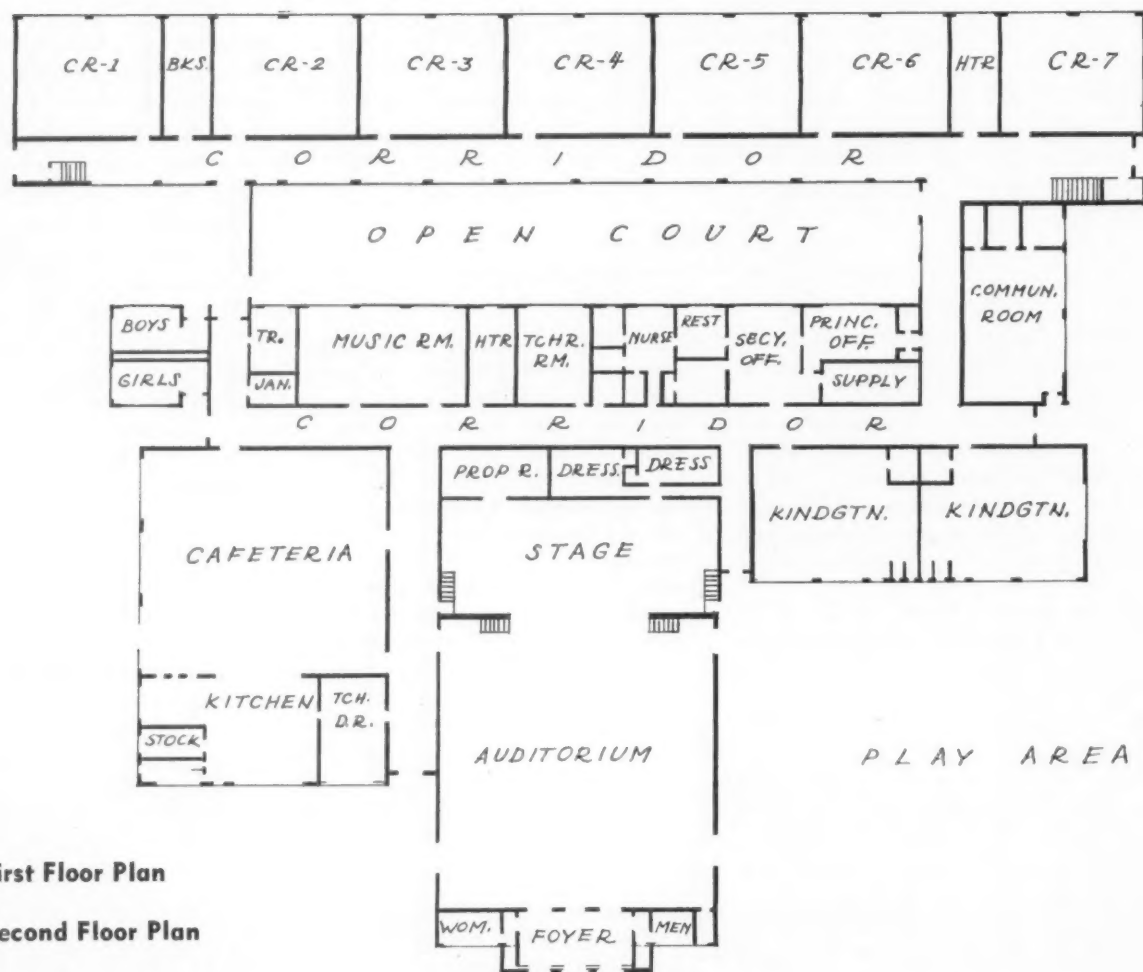


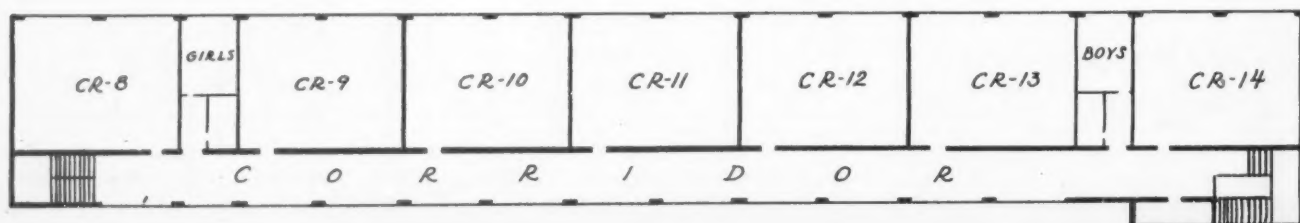
Figure 5  
Children's lockers and storage

Classrooms 28 by 36 feet and bilateral lighting are provided in these plans.



ABOVE—First Floor Plan

BELOW—Second Floor Plan



at a premium. New buildings will be located so that they do not cut up the play area.

In keeping with a general trend in California, Berkeley's new schools will have larger classrooms, radiant heating, asphalt tile floors and bilateral lighting. At first the committee recommended a classroom area of 32 feet square plus 8 feet additional length for utility areas at the rear. Later it was forced by the high cost of construction and the magnitude of our building needs to compromise on a classroom size of 28 by 36 feet. In experimenting with various classroom sizes and shapes, we found that a narrow classroom does not permit space for pupil grouping and classroom activities.

An important feature of all classrooms will be storage space carefully planned to meet instructional needs at each grade level. In the kindergarten, for instance, there will be shelves for hollow blocks and boards, a wagon for small blocks, storage for toys, individual pupil lockers, and cupboards for cleaning materials, instructional materials and extra supplies. A unique storage arrangement for children's coats and galoshes and a large sized closet for the teacher have proved highly satisfactory in the experimental classrooms. Other desirable features include a nest of tables, movable playhouse screens, a workbench, a clay wagon, easels and large, shallow drawers for the storage of pictures.

#### COLOR SCHEMES

The color scheme of each room will depend upon its exposure and the use for which it is intended, but, in any case, the variation in light reflection from different surfaces within the room will not be greater than a ratio of 1 to 10. All woodwork will have a dull, washable finish. Chalkboards will be Sierra green. Pinning boards will be finished to match the walls.

The community room will be used during the day and in the evening for community activities as well as for school purposes and will be placed so that it can be shut off from the rest of the building. To prevent noise made there from disturbing pupils, the community room will be located as far as possible from classrooms. The room, acoustically treated and properly equipped, will be used for such purposes as the well baby clinic, parent education classes, parent-teacher association executive meetings, and

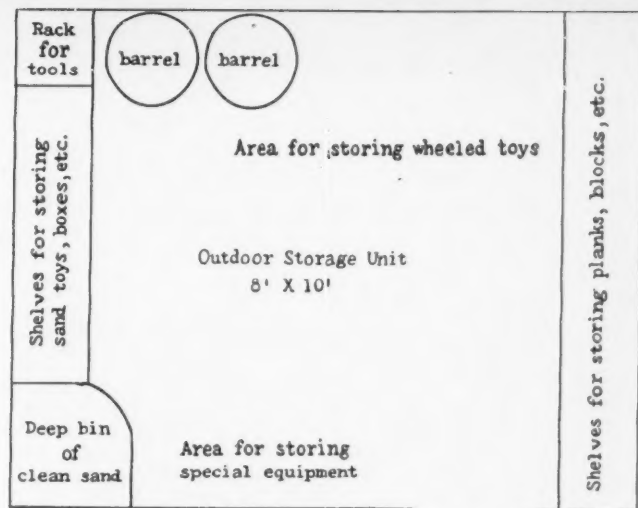


Figure 6

#### Kindergarten Playground Storage

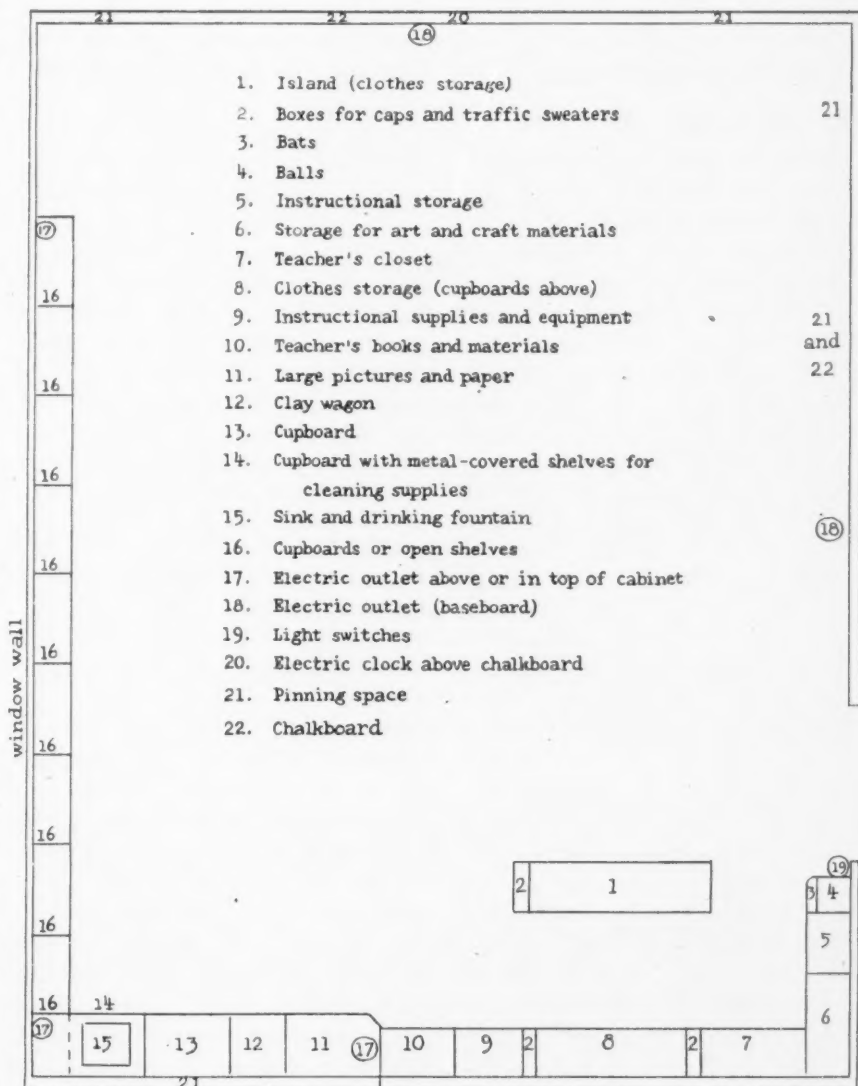


Figure 7

#### Classroom Arrangement



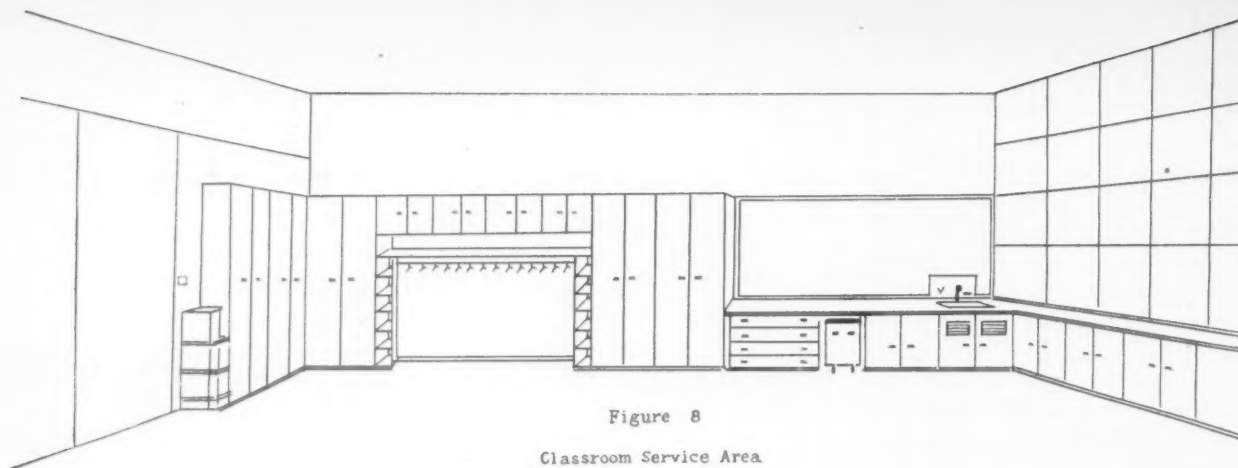


Figure 8

Classroom Service Area

brownie and scout activities. It will have a toilet, a kitchenette with storage for dishes, and a cubicle approximately 6 by 8 feet for doctor's examinations, individual pupil testing and personal conferences. It also will have storage closets or cabinets and flexible furnishings adaptable to the needs of various groups. There will be a private entrance directly from the street, a convenient arrangement.

#### AUDITORIUM FOR COMMUNITY

The auditorium also will serve frequently as a community room. It, too, will be situated so that it can be shut off from the rest of the building. The main entrance to the lobby will be from the street. Rest rooms for men and women and recessed drinking fountains will add to its convenience. The auditorium will be located near the cafeteria and also near a series of classrooms which can serve as dressing rooms. Passage to and from all parts of the auditorium will be arranged so that children can move freely without going outdoors. Win-

dows, if provided, will be glare-proofed and limited to a small area. Provision will be made for darkening the auditorium easily and completely. Radiant heating and mechanical ventilation with warm air will control the temperature. The floor will be flat for folk dancing, rhythms and games. Chairs will be stored either under the stage or in an adjoining room.

Berkeley children are protected from traffic hazards by the junior traffic police. Storage for junior traffic uniforms and equipment must be strategically located to meet the needs of each school.

Adequate custodial storage, with room for extra equipment, a general workshop, and a place for storing paints, is essential. Janitorial closets with hot water and one low hot water tap for filling buckets will be located in each corridor.

Since the cafeteria dining room is used for only a short time each day, it will be used both as a dining room and as a library. Cafeteria tables will be used as reading tables. Bookshelves

along the walls will be protected outside library hours by sliding panels or folding doors. It will be possible to shut off the cafeteria kitchen completely from the dining room.

#### FIELD HOUSE FOR PLAY SUPPLIES

Playground facilities will include a private area adjacent to the kindergarten for the kindergarten children, a primary yard and an upper grade yard, storage for outdoor equipment, and a playground director's field house. The field house will have space for the storage of supplies and equipment for craft work and playground games.

Shown with this article are plans for the Le Conte School drawn by Dragon, Schmidts and Hardman, architects of Berkeley. These plans illustrate one building arrangement designed to meet the standards set up by the building committee. The Le Conte School site is too small for the construction of a one-story building. In order to have enough classrooms, it is necessary to make the classroom wings two stories high.

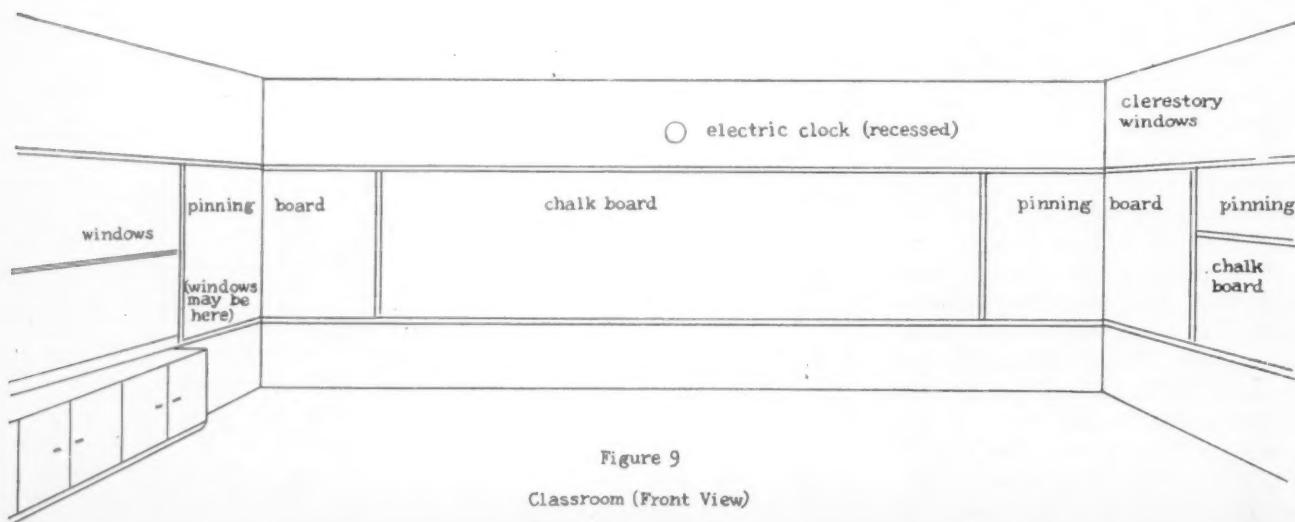
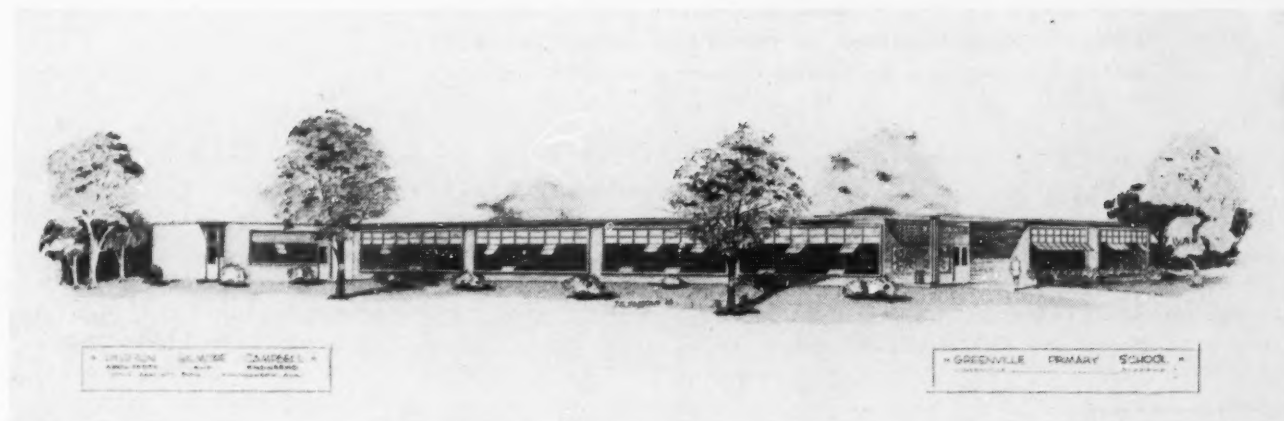


Figure 9

Classroom (Front View)

# DESIGNED FOR SIX TO NINE YEAR OLDS



PRIMARY SCHOOL, GREENVILLE, ALA.

**I**N LOOKING toward the building of the new ten-room addition to the Greenville Elementary School, the administrative personnel of the county felt that planning was highly essential. We all desired to obtain as much teaching value from this unit as was possible with our budget.

Since it was planned that the building should house the ten sections of the first three grades, the teachers of these grades were called into conference. They were told that, since this building would be one of their tools of teaching, we wanted all of their suggestions as to how the building could be built to obtain maximum teaching efficiency. The teachers were encouraged to visit towns in which new school buildings had recently been completed. They were to evaluate the new features seen in these buildings and to make recommendations to the building committee. Every teacher in the group visited one or more schools and read many school publications in her search for good ideas for our dream building.

When this preparation had been completed, a meeting was called. These ten teachers, Mrs. Rubye Crane, the elementary supervisor, and William Eddins, principal, sat down with the architect and me to talk over just what kind of a school they would like to have.

This meeting took place before the architect had drawn plans or made any preliminary sketches. Each suggestion made by a teacher was evaluated as to its cost and teaching value. Many val-

## The Teachers Put In Their Requests

**FRANK H. ECHOLS**

Butler County Superintendent of Schools  
Greenville, Ala.

uable suggestions were made about good lighting, good color, comfort of rooms, and equipment. Plumbing fixtures were added in the rooms at the request of the teachers.

The only important suggestion made by teachers that could not be incorporated in the building dealt with the size of classrooms. Most of the teachers felt that standard sized classrooms were too small for the varied activities they would like to conduct in their teaching programs. The rooms could not be made as large as the teachers suggested because of the additional cost.

The effect of this program on the teachers has been highly encouraging. Since the teachers had a large part in the planning of the building, they are looking forward to its completion with great enthusiasm. One even suggested that a section of the football bleachers be installed on the building site so that the teachers could watch every step in the construction process.

Buildings now on the 60 acre Greenville School site are a high school, an elementary school, a vocational building and a gymnasium. A cafeteria is in the gymnasium building. A small auditorium and office space for the principal are in the elementary building.

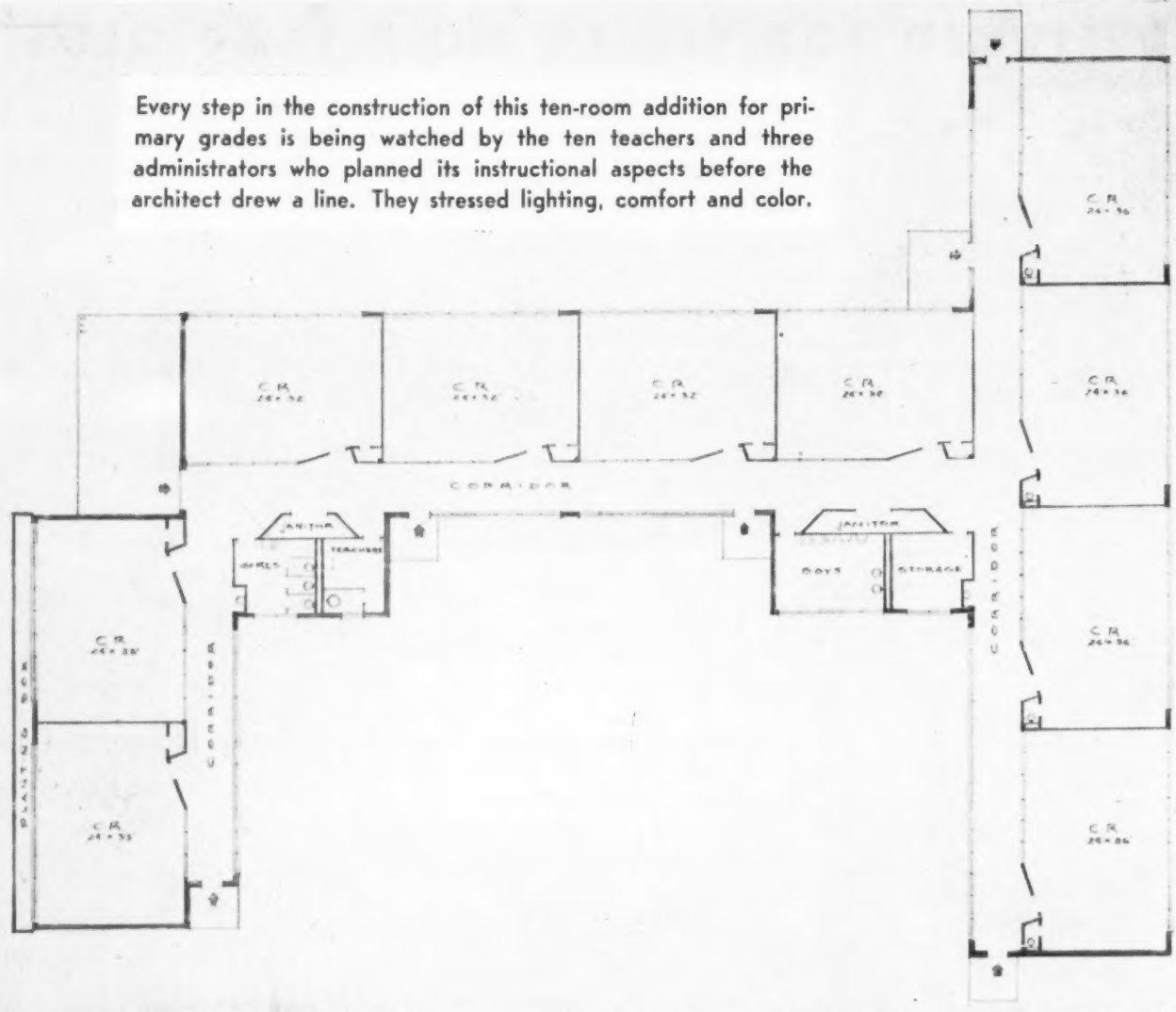
The primary unit, as planned, will provide classrooms of adequate size for a study-activity program for each class. Each room will have direct access to the play area.

The new unit will be so placed that existing facilities, such as the cafeteria and the elementary auditorium, also will serve this unit. Heat will be supplied from an existing boiler room.

We all feel that this is the building that we want and that, when it is completed, we shall do a better teaching job for the children of our community.

The architect's description of the primary school appears on the next page, along with the floor plans.

Every step in the construction of this ten-room addition for primary grades is being watched by the ten teachers and three administrators who planned its instructional aspects before the architect drew a line. They stressed lighting, comfort and color.



## Then the Architect Takes Over

**WILLIAM E. CAMPBELL Jr.**

Hudson, Gilmore, Campbell  
Architects and Engineers  
Montgomery, Ala.

A "TINY TOTS" school building, with equipment adjusted to the size of the 6 to 9 year olds who will occupy it, is being constructed at Greenville, Butler County, Ala.

The Greenville High and Elementary Schools, which serve a large population area, now have a combined enrollment of 1300. Ten additional classrooms for the elementary grades are needed. It was the suggestion of County Supt. Frank Echols, Principal

William Eddins, and the elementary teachers that a separate unit be built for the children in the ten sections of grades 1 to 3.

All facilities, including toilet fixtures, will be adjusted to the size of the children. By the use of bilateral fenestration and adequate artificial lighting, we expect to get well illuminated classrooms with 10 foot ceilings.

Floor patterns, color schemes, pho-

tomurals and decorative panels are designed to create an atmosphere of interest to the pupils.

The structural system was coordinated with the architectural and educational planning of the building to effect maximum economy in use of materials and labor. The concrete frame was designed to permit the use of nonload-bearing exterior and corridor walls, thus allowing free use of wall areas for glass. This design also permitted the use of wide canopies or sun shades. A reduction in the amount of foundation work also was effected in the structural design.

The steam heating system, although not ideal from an esthetic standpoint, will provide heat economically. Wrought-iron tube radiation will run the entire length of each room behind a work counter. Steam mains, however, will be exposed at the ceiling.



# DOES FICTION LIBEL THE TEACHER?

## Caricatures of the schoolmaster still influence public opinion

GLENN W. DODDS

High School Teacher  
White Plains, N.Y.

AS I lay there on the operating table I looked up at the handsome surgeon who had been my pupil in a one-room rural school nearly a quarter of a century earlier. In his gentle manner he asked: "Do you remember the time when . . . ?"

While I was convalescing, he came to my hospital room and finished relating this incident which I had long ago forgotten:

There were seven little boys in the second grade that year—just enough to fill one row of seats. I had given each of them a piece of clay for busy work and had told them to mold a clay dog. The pupil doing the finest piece of work was to be rewarded by having his clay dog put on display before the entire school. I then forgot the boys while I heard another class "recite."

Suddenly, I noticed Bobbie was beginning to cry. The child behind him had cut off a big gob of hair from the back of Bobbie's head and had stuck it realistically all over his clay dog. The room was soon in an uproar.

Bob, now the surgeon, laughed loudly as he related the story. Yes, we teachers and the happenings in our classrooms do make lasting impressions upon our pupils. We remark that we're proud to have had some part in their early training, and they respond with words of praise.

### AREN'T OUR LIVES DRAMATIC?

During my weeks of recuperation, remembering this little hair-cutting incident, I began to wonder how public attitudes toward us teachers have been molded by the hundreds of comic and tragic incidents that take place daily in school life. Why doesn't someone compile these stories for publication?

I wondered, too, what part teachers have played in works of fiction. A little research shows a dearth of material. Aren't our lives dramatic?



Wackford Squeers was a "vulgar, conceited, ignorant schoolmaster, overbearing, grasping, mean."

We are living in a setting that has hardly been touched by writers of fiction. We are unsung heroes. All of us are Miss Bishops and Mr. Chipsets in the mind of a public that just takes us for granted. Yet, we do mold character, our ways are imitated, we are respected.

I find that writers of fiction have been chiefly interested in schoolteachers in private schools and in the schools of England. Of course, some emphasis has been placed upon the more unusual and possibly more dramatic type of school here in America. For example, there are several books on teachers in the southern highlands—back in the hills. Ella Enslow's book, "Schoolhouse in the Foothills," is a good example of this type of writing. Lucy Furman's "Quare Women," which gives an account of the work done by the Hindman Settlement School among the mountaineers in Knott County, Kentucky, is dramatically told. It tells of the "outlandish doings of a passell of quare women fotched in from furrin parts, how they taught the young and old to cook and to sew,

to play and sing, and to lay aside their blood feuds carried from generation to generation, to keep moonshine whisky away from the children, and in general to look forward to better things."

It is interesting to note how many of the early writers of romance and satire caricature the schoolmaster. It is largely due to these writers that the mythical schoolmistress or schoolmaster has been accepted as typical of our profession. The trials and sorrows of the children are usually vividly pictured, and the teacher is portrayed as a ogre or a sentimentalist, a person of feeble mind or of tottering age. Modern novelists, however, seem to realize that the teacher is a human being and an important member of present-day society.

For an example of the earlier day conception of teachers, turn to Charles Dickens' "Nicholas Nickleby." This bit of fiction, written in 1839, carries an enlightening description of the schoolmaster who taught Nicholas Nickleby at Dotheboys Hall. His name was Mr. Wackford Squeers; "a vulgar, conceited, ignorant schoolmaster, overbearing, grasping and mean."

### REMEMBER EZEKIEL CHEEVER?

For another passage of description regarding our earlier selves, we might turn to Nathaniel Hawthorne. In his "Grandfather's Chair," written in 1841, there is a tale called "The Old-Fashioned School." Here the author tells the story of Ezekiel Cheever:

"Do you see the venerable schoolmaster, severe in aspect, with a black skullcap on his head, like an ancient Puritan, and the snow of his white beard drifting down to his very girdle? What boy would dare to play or whisper, or even glance aside from his book, while Master Cheever is on the lookout behind his spectacles? For such offenders a rod of birch is hanging over the fireplace and a heavy ferule lies on the Master's desk."

Our own James Russell Lowell has waxed poetic concerning us in the "Biglow Papers" of 1848:

Ther's a small school'us' there  
Where four roads meet  
The door-steps hollered out  
By little feet,  
And sideposts carved with names  
Whose owners grew  
To gret men, some on 'em  
An' deacons, tu;  
'Taint used no longer, coz  
The town hez got  
A high school where they  
Teach the Lord knows wut;  
Three-story larnin's pop'lar now;  
I guess we thriv ez wal on  
Jes' two stories less,  
For it strikes me ther's sech  
A thing ez sinnin'  
By overloadin' children's under-  
pinnin'.

One of the early writers, William Shenstone of England, sank to an all-time low when he wrote a poem concerning his schoolmistress, Dame Sarah Lloyd. A verse from the poem follows:

In every village mark'd with little  
spire,  
Embower'd in trees and hardly known  
to fame,  
There dwells in lowly shed and mean  
attire,  
A matron old, whom we SCHOOLMIS-  
TRESS name;  
Who boasts unruly brats with birch  
to tame,  
They griev'd sore, in piteous durance  
pent,  
Awed by the pow'r of this relentless  
dame;  
And oft-times on vagaries idly bent,  
For unkempt hair or task unconn'd are  
sorely shent.

Not all the early writers agreed on our professional worth. Oliver Goldsmith's "Deserted Village," written in 1770, reflects his attitude:

Amaz'd the gazing rustics ring'd  
around;  
And still they gaz'd; and still the  
wonder grew,  
That one small head could carry  
all he knew.

Edward Eggleston stated: "The man who has been so unhappy as never, during his period of plasticity, to have fallen into the shaping hands of a real teacher, is hardly capable of estimating the extent of his irreparable loss."

The early economic aspects of our profession were recognized by Mark Twain in his "Adventures of Tom Sawyer," written in 1876. "The master, Mr. Dobbins, had reached middle age with an unsatisfied ambition. The darling of his desires was to be a doc-

tor, but poverty had decreed that he should be nothing higher than a village schoolmaster."

In more recent years the public, aroused to our worth, has been giving increases in salaries throughout the nation. This last year has shown a slight increase in the number of students taking up teaching as a career. There must be something other than the money motif which prompts them to enter our profession. James Hilton in his "Good-Bye, Mr. Chips" has influenced the public concerning the mellowness that time and teaching can produce. The *New York Times* book review section stated:

"In its way, 'Good-Bye, Mr. Chips' is a minor miracle—one of those rare and living pieces of writing which transcends classification, which requires no precedent and is certain to have no successful imitators. It is a 600 page chronicle and a shrewd commentary on life compressed into a few thousand words. How Chips, a shy fellow with no particularly marked traits of personality, came through the mellowness of time to represent an embodiment of beloved tradition forms an unexpectedly acute and interesting commentary on the ways of the world. Mr. Chips himself with his jokes, familiar to three generations of school boys, with the eccentricities and liberties he permitted himself as his years advanced, with his crusty but deep-rooted loyalties—to the classics, to Brookfield, and to England—is a figure to cherish in one's memory."



Miss Mundy had to conform to the strait-faced life of the villagers.

I thoroughly agree with the review on the lasting qualities of Mr. Chips, but certainly it hasn't stopped writers for all time in portraying characters equally dynamic and lasting. For example, Bess Streeter Aldrich's self-sacrificing Miss Bishop is just as stirring a character as the famed Mr. Chips.

I am thrilled with Playsted Wood's "The Presence of Everett Marsh." This is a story about public school life in Wisconsin told chiefly from the point of view of the teacher. The *Saturday Review of Literature* says: "Stories about life in English boarding schools are legion. Stories about life in American boarding schools are not rare. This is the first novel with the American system of public education as a background."

The way the author pictures the political control of schools, the unnecessary charts, questionnaires and white rats is most realistic. The thing he has done is to emphasize the personality of a school. The personality of the Big School is an extension of the personality of Everett Marsh, its principal for many years.

The *Saturday Review* goes on to state: "He gave to the school a character which persisted long after his death, achieving, therefore, the immortality which is reserved for teachers. For a teacher's success is estimated not by what he himself accomplished, but by what other men do with their lives."

The way in which Everett Marsh dealt with Clinton Minor, a novice in the profession and an intellectual snob, shows what influence the principal can have over his school—and, in this instance especially, in the humanizing of one of his teachers. Cubberly's statement, "As the principal, so is the school," still holds good.

Another interesting commentary on the life of the teacher is found in "The Corn Is Green" by Emlyn Williams. The character played by Ethel Barrymore was a cultured middle-aged spinster who moved to a Welsh village toward the end of the nineteenth century, bent on educating the local coal miners. A boy grimy with coal promised great talent. Her life was dedicated to helping him attain an Oxford scholarship. The pupil rebelled against her authority and met a girl of questionable character, who gave birth to his child. It fell to the spinster's lot to take the baby under her care. Williams put in this simple

outline characters that reveal the love, the ambitions, the pathos of teaching and learning.

We are led to wonder what life holds for teachers after reading Sophia Engstrand's "Miss Mundy," written in 1940. The theme of this book is that the business girl leads her own life, but the teacher leads someone else's. This little Wisconsin schoolteacher's interest in knowledge makes her choose teaching rather than a possibly happy marriage. She must conform to the strait-laced life of the villagers, while the P.T.A. and the principal's wife set standards of polite behavior, so her days are spent in teaching and her evenings in brooding on the narrowness of her outlook. The *Saturday Review of Literature* commented:

"It is the fate of such a one as Helen Mundy that causes the ultimate wonder. For if a profession by force of its own power robs its members of the more elemental aspects of life, that profession is killing the well-springs of its being."

#### ACCENT THE COMPENSATIONS

The most encouraging book that has come off the press recently is "And Thou Shalt Teach Them" by Paul Eldridge. Although the book seems to be merely a compilation of case histories, it is an interesting story about juvenile problems, and a city high school teachers' troubles. Some teachers are eccentric, some are politically ambitious, and a few have an acquired radiance indicative of true learning in youth.

The author points a finger at the home life of pupils. He places part of the blame for youth's corruptness on homes in which there are a lack of money, divorce, drunkenness, and "ism" lines that sow seeds of racial and religious prejudice. He mentions the meager pay of the teachers as well as poor pension rights. The *New York Times* book review section sums up the lasting qualities of this excellent book when it says: "Reflected here in lurid detail is the current crisis in public education with its by-product of faculty as well as student body demoralization."

It is we who give writers of fiction their teacher characters, however unflattering to us they may appear. Why do we speak disparagingly of our profession? Can't we accent the attractiveness, the challenges, and the compensations? Then the teacher in fact and fiction would inspire respect.

## WHEN YOUTH DRIVES THE SCHOOL BUS

OF THE 5242 school buses now in operation in North Carolina, the largest number in a single state in the United States, 83 per cent are driven by students from 16 to 19 years old.

According to C. C. Brown, director of the school transportation system, the 17 per cent of the school bus drivers who are adults are responsible for 25 per cent of the bus accidents, while the student drivers are responsible for only 75 per cent.

Both boys and girls drive buses. No child has ever been injured by one of the 800 girls driving school buses in the state, Mr. Brown said, and girls have been driving them for twenty-five years.

Youths are paid a monthly salary of \$20 each, thus saving the state an average of \$576,620 a month. Not only do adult drivers require a monthly salary of \$125 to \$130, but they are not available even at that rate.

The system of student school bus drivers was not the brain child of any one person, nor did it spring up overnight. It started as early as 1918, when there were numerous schools in rural areas a goodly distance apart. Drivers were needed; there was little money to pay them, and older students had to go to school anyway. So, school authorities thought, why not let them drive the buses?

Of course, there was opposition to the system, and there still is. Every two years when the state legislature meets, a bill is introduced to abolish the system of student school bus drivers. But when the drivers' excellent record is brought forth and discussed, the bill dies.

Other states have tried the system but with not nearly as much success. Alabama, South Carolina and certain districts in other states have used student drivers but not on such a wide scale as North Carolina has.

The state began training student drivers in 1937. Under the present system the student must reach the required age, receive his driver's license and operate a motor vehicle at least a year before he can begin working for his bus driver's certificate.

The safety division of the department of motor vehicles, which has a staff of ten safety specialists, then gives him five hours of classroom lectures. Safety department field workers work closely with county superintendents of education, high school principals, and school bus mechanics, emphasizing the importance of safety and conservation of equipment.

Classroom procedure is based on a Handbook for School Bus Drivers prepared by the state board of education and the department of motor vehicles. The handbook stresses physical and mental qualifications, personal qualifications and attitudes, their relation to safe bus operation, and motor vehicle laws.

After his classroom instruction, the student takes an actual road test. He drives over and over the territory he is to cover on his bus route until he has learned safe operation of the bus.

Even at this stage, however, the student cannot be assured of a certificate. Out of a typical group of ten who have taken the course of instruction and passed the written test, not more than four can have any reasonable hope of receiving certificates. Then, even if they get certificates from the safety department, they must be approved by the principal and other committees.

On each bus, in addition to the driver, there are two substitute drivers to serve in case of emergencies and to increase competition. These substitutes keep an eagle eye on the driver to catch the first wrong move so that they can move up to the driver's seat themselves.





# WE ORGANIZE A SCHOOL HEALTH COUNCIL

## Teacher, Pupil, Parent and Physician Plan and Work Together

ROGER M. WOODBURY

District Principal, Haverhill Public Schools  
Haverhill, Mass.

**A**N OPPORTUNITY for parent, pupil, teacher and the health specialist to plan together to build the best total health program is provided by the Tilton School Health Council of Haverhill, Mass.

Some of the ideas used in forming the council were developed last year during a series of health conferences. These conferences were of the workshop type and gave much insight into the potentialities of a school health council. Two of the guiding principles derived from introductory organizational meetings were: (1) the Tilton School Health Council should include representatives from all groups concerned with child health and well-being; (2) membership should be voluntary.

The rest of the organizing was left to the group itself, which proceeded democratically to meet the particular needs of the children in the local situation. All invitations for membership were accepted. The council's membership includes a teacher representative from each grade group (primary, intermediate and upper grade), an elementary school supervisor, the director of health and physical education, home economics teacher, school doctor, school nurse, dental hygienist, agent of the board of health, supervisor of attendance, school secretary and principal.

### SPECIALISTS HELP

The council then realized that it had no representatives of two of the groups with which many of our activities were concerned—the pupils and the parents. Shortly, a parent and a pupil joined to give our council a well balanced representation. In addition to this membership, various health specialists and others in position to assist the group were invited to attend our meetings and give the benefit of their knowledge and experience.

After considerable study and discussion, the council established the fol-

lowing objectives to guide its activities in the future:

1. To enable each individual concerned with child health to understand his relationship to his fellow workers for better integration of school health.
2. To develop cooperative planning in the school health field.
3. To promote and extend understandings relative to the school health program to obtain adequate cooperation.

Three broad areas with which the group is concerning itself are: (1) health teachings, or curriculum; (2) healthful school living, which means providing a wholesome environment, organizing a healthful school day and establishing teacher-pupil relationships that will ensure a safe and sanitary school favorable to the best development and living of pupils and teachers; (3) individual health guidance, which includes the health testing program, teacher-pupil-nurse relationships, first aid, clinics, control of communicable diseases, and home contacts.

### PARENTS REACHED

It became apparent to the council that to provide the most effective type of health program for the children some means of reaching a larger number of parents must be found. The parent representative reported faithfully to our P.T.A. group and was successful in obtaining its full cooperation in many ways. However, still greater coverage seemed necessary.

A health bulletin to be sent home with each report card was selected as one means of providing this coverage. It contains such information as schedules of school hours, the physician's, nurse's and dental hygienist's schedule, various board of health regulations on school attendance, and various articles written by staff and pupils. The bulletin is printed by boys from our classes for industrial instruction (mentally retarded), and about 1200 copies are sent out to parents, educators, com-

munity council, chest and other interested persons and agencies.

Some of the specific subjects with which the council is concerned are:

1. School lunch program, serving approximately 185 pupils.
2. The health testing program, including administration for greater effectiveness and for minimum confusion and loss of time, maximum utilization of test results, and adequate follow-up.
3. School safety.
4. Primary school noon rest periods and recesses.
5. Dental clinic.
6. Vision, including the possibilities of eye clinic and follow-up of pupils with defective vision.
7. Health curriculum.
8. Survey of community health services.

Members of the state department of public health have given generous assistance to the council.

The Tilton School Health Council, serving in an advisory capacity, is helping to pioneer the way in Haverhill to more nearly adequate planning for child health and well-being. Considerable interest in the work of the council is being shown by other schools and health specialists. Requests for information concerning its activities are coming in from various sections of New England.

### WHAT WE HAVE GAINED

Members of the council feel that through this study concerned with our mutual problems and common interests, we are having an opportunity to participate in administration through cooperative determination of policy, that through its creative approach in the field of group thinking and joint planning, we are improving our professional service, and that we are growing in our capacity to work democratically with others, while following our own convictions and proceeding in the light of our own needs and resources.

# SCHOOLS THAT WILL PROSPER

## Factors of Good Administration Evaluated by Metropolitan School Study Council

PAUL R. MORT

Professor of Education  
Columbia University

TO HAVE good schools, the community must regard the schools as an enterprise of great significance in American life and the teacher as a key person in that enterprise. Teachers achieve a great lift in spirit from a recognition of the importance of the creative work on which they have been engaged in their individual classrooms.

Of course, good administrators, boards of education, and the public at large have long had a high regard for education. They certainly realize that the classroom teacher is the cutting edge of the educational tool. But good schools flourish where these facts are not just taken for granted.

This becomes increasingly clear as the Metropolitan School Study Council\* evaluates six years of work on how to make schools better serve their great ends. In setting up the research program of the council, administrators were seeking to utilize rather than to celebrate the importance of teachers. They sought to find ideas, not to honor persons. But the studies of the council seeking to discover the improved techniques evolving in the classrooms under the hands of master teachers, and to appraise, classify and publicize them for the use of others, brought this tacit understanding into the open.

### TEACHER MAY KNOW BEST

Other elements of the atmosphere favorable to good schools have emerged from the work of the council.

Implied in the council's research has been the assumption that classroom teachers know many things better than

Abstract of talk before the All-College Series, Columbia University, August 5.

\*The Metropolitan School Study Council, a research affiliate of Teachers College under the direction of Dr. Mort, is a group of seventy-five school systems in the metropolitan area which are voluntarily banded together in a cooperative research effort for the improvement of education.

do supervisors or administrators. It was to the classroom teachers that the council turned for ideas. The extensive use of classroom teachers in council enterprises and the fruitfulness of this use have proved once more the principle that good administration recognizes that in most areas there are persons who can perform better than the administrator himself. The administrator's task is to discover and use the best brains in school and community for a given task.

Schools will prosper where administration helps teachers pool their ideas for routine tasks and overcome the handicaps resulting from the lag of publication enterprises behind the needs of pioneering teachers.

### TEACHERS NEED HELPERS

Schools will prosper where the administration not only brings teachers together to work on problems of policy but also supplies them with helpers to care for their classes in their absence, with research assistants to reduce the routine work of such committees, and with time and funds for visitation of promising enterprises in other school systems. Six years of work in the council has demonstrated the practicability of such administration. Central to it is the fact that good teaching is like growing a garden. The gardener may leave the garden for a day or a week without interfering with the growth of plants, provided there is someone on hand to keep out marauders and to carry on the various routine tasks.

Good schools prosper in an atmosphere of permissiveness. Good administration welcomes variation from established ways and lends a helping hand and encouraging word, without that meticulous concern found where teachers are considered immature.

Good schools prosper in an atmosphere of easy communication with administration. The council studies of administrative patterns, made by Dr. Raymond Collins and Dr. Alfred Skogberg, show that neither the one-way outward communication of authoritarian administration nor the chaos of laissez-faire administration makes for good schools. Teachers and administrators must be partners in an enterprise in which each recognizes and respects the areas of responsibility of the other.

Schools prosper in communities in which the hundreds of voluntary groups of citizens discover that interest in shaping the schools to serve the community pays off in great satisfactions to the lay participant as well as in improvement of the schools. Dr. Ralph Gallagher's studies for the council show this conclusively. Clearly, the schools may not place themselves upon a pedestal away from the community. Rather, they must be in and of the community. Parents and nonparents, the educational staff, and students are the community. The schools are their enterprise, not the possession of the board of education, the administration, or the teachers alone.

### NEW CONCERN IN HIRING

Schools prosper when administration gives careful attention to the selection of new staff members for what they can add as persons to the school and to the community as well as for their proficiency in the particular area of the school in which they are to serve. No person could be so narrow as to follow old methods of selecting teachers, and still live. Dr. Hilton Buley's studies for the council have awakened a new concern with staff selection.

Schools prosper when administration and community help teachers

grow in strength and power through the years—through participation in community affairs, through travel, through study, through the availability of salaries adequate enough to permit them to dress as other people, to buy the books they want, and to provide for their families as other people engaged in important enterprises do. Council studies by Dr. Truman Pierce and others establish the importance of maturity and breadth in teachers.

Schools prosper better where the final control over the educational enterprise is close to the people. Except for occasional dramatic offerings made possible by large school districts, other things being equal, the schools tend to be better in communities that are large enough to get a strong interplay of thinking in the public mind and yet small enough that the citizens and the members of the board of education and administrative staff have frequent personal associations.

The present concern of the administration of New York City schools over the decentralization of powers held for fifty years by a single board of education is one of the most heartening developments in American education in recent years. Studies for the council by Dr. Cleve Westby and Dr. Norton Beach point the way for our great cities and our county systems to move education back to the people.

#### FIFTY TEACHERS PER THOUSAND

Schools prosper when good teachers are not given responsibility over too many children. About the same breadth of subject matter can be taught in a superficial way in large classes or small classes. The motif of human development, the concern for human development and personality, the development of talents are rarely found in the work of even the best teachers when schools are staffed at a rate much less than fifty educational workers per thousand children. Here is part of the reason why such studies as the recent council research by Dr. Lorne Woolatt show consistent relationships between cost and educational quality.

We are all concerned with the effective teaching of skills and knowledge. Any group to prosper in modern life must be in command of these elements of intelligence. But we are no less concerned in the dozen years that the school has children that they be helped to grow in power to make their own decisions and to make their own decisions right.

#### Local Survey Committee Initiates All Proposals for

## Reorganization in California

GEORGE H. GEYER

State Survey Director  
California Commission on School Districts  
Sacramento, Calif.

IN CALIFORNIA, as in many other states, for more than fifty years there have been much discussion and study of the problems involved in modernizing a state system of school district organization that was developed long ago by a frontier society to meet frontier needs. Widespread consideration of this topic received much impetus in California from the statements of the late Dean Elwood P. Cubberly of Stanford University.

Numerous official and unofficial committees have recommended drastic reorganization of California's school districts since 1920, when a joint senate-assembly interim committee brought in a report urging that the county be the basic district for purposes of financial and educational administration. Attempts were made in the legislature in 1929 and 1933 to bring about reorganization through the medium of statewide mandatory legislation. These failed.

In 1945, under the vigorous leadership of Governor Earl Warren, the California legislature authorized the creation of a State Commission on School Districts. The commission was to develop a program of reorganization designed to bring about a greater equalization of educational opportunity on the local level, to supplement the far-reaching statewide financial equalization program. It was instructed by law to "determine policies for, direct and govern a statewide survey of all local school districts for the purpose of effecting feasible unification or other reorganization of school districts." (See 4885, Chapter 16, Division 2, California Education Code.)

Governor Warren, as authorized by the 1945 legislation, appointed eight lay citizens of the state plus the state superintendent of public instruction, Roy E. Simpson, to the state commission. This commission was empowered to divide the state into not more than ten regions for decentralizing the work to be performed.

For each region a lay commission of five members and a professionally trained regional survey director were authorized. Five regions were designated, and regional commissions and regional survey directors appointed.

The regional commissions were charged with the duty of planning surveys in accordance with policies laid down by the state commission. They were to designate areas for local surveys, appoint members of local survey committees and pass upon recommendations of such committees for school district reorganization before the recommendations could be transmitted to the state commission and (if approved) back to the voters of the area concerned for decision.

The law under which the California Commission on School Districts functions places complete responsibility upon the local survey committee for initiating any proposal for the reorganization of school districts. Neither the state nor the regional commissions have any power to initiate such recommendations for submission to the voters.

#### GO-AHEAD SIGNAL GIVEN

At the 1947 session of the California legislature, by the passage of Senate Bill 210 (*Chapter 501, Statutes of 1947*), a serious obstacle to reorganization of school districts was eliminated by the removal of the veto power of an individual school district in voting upon a reorganization proposal.

The amended law now provides that a favorable majority vote in the total area proposed for a unified school district by a local survey committee will effect the reorganization.

An exception to the "vote at large" provision is found in the amended law, which applies to cases wherein a single school district in the proposed new area contains a majority of all of the electors of the area. In such cases two favorable majority votes are required, one within the district having



a majority of all the electors, the other a majority vote in the combined area of all the "outside" districts.

It should be noted that the voting units in school district reorganization elections are elementary school districts. Union high school districts have no identity in such elections for voting purposes. However, should the proposed new district include union elementary school districts or unified school districts, such districts are considered single districts for purposes of elections on school district reorganization held under the auspices of the state commission.

#### **PUBLIC HEARINGS REQUIRED**

Two other important changes were made by the 1947 legislature by the passage of Assembly Bill 767 (*Chapter 1262, Statutes of 1947*). First was the provision that a member of each governing board of any school district under consideration for reorganization must be added to the local survey committee as a full fledged member, until such time as the committee thus expanded arrives at a recommendation for the area delimited for consideration. A second important addition was the requirement that public hearings must be held in each district included in a recommendation thirty days before an election may be called for a reorganization proposal.

The first full year of the actual work of the commission (1946-47) was largely organizational, including the appointment and orientation of twenty-five members of regional commissions and more than 500 members of some fifty local survey committees. However, six recommendations for school district reorganization were developed and approved for election in various parts of the state during the fall of 1947.

Three school district reorganization proposals were favorably acted upon by local electors during the 1947 elections. One, in southern Humboldt County, resulted in the formation of a unified school district comprising twenty formerly independent elementary school districts and one union high school district. The other two successful elections resulted in the establishment of two unified school districts in small union high school territory.

During the fall of 1948 more than forty reorganization proposals involving in excess of 600 school districts will be decided at the polls. Six proposals are for the creation of county

unified school districts. (Trinity, Amador, Tehama, Ventura, Mariposa and Calaveras counties.) The total number of independent school districts currently operating in these six counties is 154. Two proposals seek to create countywide junior college districts in two populous counties (Alameda and Contra Costa), in which no junior college services are now provided.

The remaining proposals consist largely of recommendations for the formation of unified school districts within the territory served by existing union high school districts. The number of component elementary school districts involved in these elections ranges from three to twenty-one.

Local survey committees are guided by a manual of procedures and criteria developed by the staff of the state commission. These procedures and criteria are suggestions rather than commands. The following statement on this subject was issued by the commission in its first bulletin.\*

#### **EIGHT SUGGESTIONS OFFERED**

"The State Commission on School Districts does not prescribe mathematical standards against which plans submitted by local survey committees will be evaluated. However, the following suggestions are presented to assist local survey committees in their evaluation of proposed administrative units and will be used as a guide to assist regional and state commissions in evaluating proposed plans for school district reorganization.

"1. Within limits established by distance, topography and economic conditions, a proposed unified or otherwise reorganized school district should contain a school population sufficiently large to provide an adequate and economical educational program designed to meet the needs and abilities of all children from kindergarten through the secondary school years.

"2. In a proposed unified or otherwise reorganized school district, a sense of community membership must be preserved in the larger area proposed. Therefore, natural barriers, not easily penetrated by modern means of communication, should not divide, isolate or separate one part of the district from another. However, the boundaries of the proposed administrative unit should not necessarily follow those of any existing political units. The

\*California State Commission on School Districts, Bulletin No. 1, The Commission, 1946, pages 4, 8.

unit proposed may include several, or parts of several, political units.

"3. A proposed unified or otherwise reorganized school district should be sufficiently large that all essential and necessary administrative and supervisory services, except those properly provided by other agencies, can be furnished by the district at a reasonable unit cost.

"4. A proposed unified or otherwise reorganized school district should be planned to provide for the most efficient utilization of existing school buildings compatible with a modern educational program.

"5. A proposed unified or otherwise reorganized school district should be planned to preserve desirable attendance centers and to permit the speedy establishment of improved attendance centers when changed conditions make existing centers undesirable.

"6. The junior college, as a part of the state's common school program, wherever regionally desirable, should be under a board of education which governs elementary and lower secondary schools.

"7. A proposed unified or otherwise reorganized school district should be planned to effect, wherever possible, a more equitable tax base for the support of the educational program. Sound reorganization should result in the creation of reorganized districts financially capable of supporting a modern, fully adequate educational program.

"8. The ultimate test of sound proposals for the creation of unified or otherwise reorganized districts is the extent to which a better equalization of educational opportunity is made possible by the proposed reorganization. But at the same time, the reorganized district should be designed to give promise of a greater return for the tax dollar spent, thus providing for greater efficiency and economy of management."

The successful outcome of pending reorganization elections will be influenced greatly by the extent to which local school administrators, school trustees, and other leaders of local thought will acquaint their public with the advantages for children inherent in the proposed recommendations.

Certain it is that any abdication of this heavy responsibility on the part of local leaders of thought will ensure defeat of almost any reorganization proposal. There can be no "neutrality" when child welfare is at stake.



Photos by William M. Rittase

**CANCER** kills several times as many children as does polio, half as many as does tuberculosis, and two thirds as many as does whooping cough, it is said.

transfusions, and many others have been great potential benefactors of man. At present, the work with radioactive iodine and phosphorus for the treatment of thyroid, bone and other cancers, although still experimental, is evidence of man's desire to use some atomic energy in a sensible manner. Much has been learned about cancer prevention and cure, but any chance of this helping man is dependent upon one thing, his going to the medical profession for the help it can give him. Education can get him there, as has been proved with smallpox control.

How to teach about cancer can be considered under five classifications:

1. Who should teach it?
2. Where should it be taught?
3. When should it be taught?
4. What should be taught?
5. How can it be taught?

The teacher who teaches about cancer must, of course, have some knowledge of the disease. Not all of us have studied biology, anatomy, chemistry, physics, eugenics and other sciences. But we do have access to libraries. Bibliographies of helpful books on the subject are given in "Youth Looks at Cancer" by the Westchester Cancer Committee, "Facing the Facts About Cancer" by the American Cancer Society and the National Cancer Institute, and "Cancer, a Manual for High School Teachers" by the New York City Cancer Committee. However, for most practical purposes the information given in these three booklets is sufficient for an understanding of the disease.

Experience seems to show that a single lesson or a single unit on cancer is not the most efficient way of teaching this subject. Knowledge of cancer and wholesome attitudes toward the disease can best be developed by working the subject into the course of study in many places. This is partly due to the nature of this disease compared with other diseases.

## CHILDREN HAVE CANCER, TOO

**G. B. TIMMEL**

Department of Health Education  
State Teachers College  
Cortland, N.Y.

**E**VERY teacher is truly interested in learning what and how to teach children something of cancer. Why? Why teach boys and girls the facts of this particular disease? Why study this special disease, particularly a disease commoner among older people?

Everyone is aware of the wisdom of teaching children about whooping cough, tuberculosis and poliomyelitis. Yet the State Medical Society of Michigan estimates that each year can-

cer kills several times as many children as polio, half as many children as tuberculosis, and two-thirds as many as whooping cough.

Cancer, then, is not exclusively a disease of adults, and children should know how to safeguard themselves against it. Too, the public schools provide the last good opportunity of reaching people as a group just prior to their becoming adults.

Let us consider some other reasons for teaching about cancer. Medicine as an art and a science has made tremendous advances in the last fifty years. Such discoveries as x-rays, radium, sulfa drugs, penicillin, blood and plasma

From an address given at an institute on Education for Cancer Control and Prevention in the Public Schools, State Teachers College, Cortland, N.Y., 1948.

**HEREDITY AND AGE** factors make an interesting point of approach in school study. The use of laboratory animals in cancer research has an appeal.

Cancer has no single known cause, like diphtheria. It does not limit its attack to any single organ or system as do pneumonia and appendicitis. There are many totally unrelated predisposing factors, some chemical, some mechanical, some in the form of heat. All of these are not related to any single unit or course but may be brought into the discussion wherever they are relevant.

For example: the study of cells and their division might well include a consideration of the rebellious runaway division of cells in cancer. The study of blood and lymph could certainly include the spreading of cancerous cells by these channels, as well as a study of leukemia, a cancer of the blood. The methods of curing the disease should be included with the study of other disease cures. The many official and private agencies working to prevent and control cancer should be considered in a study of community health.

The physics teacher could enrich the study of radium, radon and x-rays with their uses in cancer detection and control. The study of coal tars and certain other chemicals taken up in chemistry courses could be motivated by initiating their study with the explanation that they can produce cancers. Integration with English is sometimes put into practice. Themes and reports on such topics as "The Life of Marie Curie" or "The Value of Mice in Cancer Research" prove interesting to pupils.

#### **HAS SOCIAL IMPLICATIONS**

Since cancer has social and economic implications it has a place in social studies and may be used to stimulate interest there. Something of cancer is even learned in art classes. In our school the students recently made posters for use during a cancer drive for funds.

We need devote little time to the question: When should cancer be



taught? In the grades questions may arise as a result of something heard or seen. Naturally, the teacher may utilize the opportunity for a little study. The school physician can do some teaching during the annual medical examination. Certainly hygiene and science classes in the junior high school will encounter problems relative to this disease.

What should be taught? Attitudes of appreciation of the value of regular physical examinations should be developed in considering any disease. Appreciation of the value of public health measures used to control and prevent cancer should be taught.

Skill in recognizing the warning signs of early cancer is an objective we dare not omit. Skill in selecting a physician and recognizing a quack constitutes learning valuable to all people.

Knowledge of hygienic practices which may prevent cancer should, of course, be acquired by pupils. Knowledge of the nature of the disease is basic and is the source of major interest. Knowledge of how cancer is de-

tected by the physician is needed for full understanding of its control. Knowledge of approved methods of treatment, as opposed to old home remedies and nostrums, is still greatly needed. Knowledge of the danger involved in fear should be stressed in a unit of mental hygiene in the senior high school.

The core of the whole problem, perhaps, is: How can cancer be taught? Of course, many questions and problems will arise in class discussion, and through class discussion some knowledge will be gained, particularly relative to community, school and individual responsibilities. Sometimes the teachers have to lecture a bit or make drawings on the blackboard if certain problems are difficult.

Any association of emotion with this study may have undesirable results. Yet the problem arises: How can people be made to go to the medical profession without having any feelings in the matter? Why do some people have physical checkups each year? Why do I smoke cigarettes even though I know they do me no





**VISITING the place where cancer diagnoses are made will interest school children.**

good and may do me some harm? Much of what we do is the result of the feelings we have rather than knowledge we have acquired.

A little fear of cancer, accompanied by a good knowledge of the disease, may cause people to have regular physical checkups. Great fear of cancer, plus ignorance of the disease, may result in a person's shunning medical inspection lest the horror be made a reality. Perhaps we could refer to these as healthy and unhealthy fears, as do the psychologists.

Incidentally, many junior and senior high school courses in health study the emotions in a unit on mental hygiene. Cancer phobia could be profitably included in this unit.

#### **TEACHING AIDS AVAILABLE**

Naturally, the more wisely we use teaching aids the better the learning will be. Posters and charts are helpful. Three dimensional models of such things as cell division or the organs of the body are of great help in studying cancer. Posters may be obtained from the U.S. Public Health Service and from the American Cancer Society. Both teachers and the children will be more fortunate if they do not have posters and models! The pupils will learn much more (and the teacher can save his voice and feet) if the children make the posters and the models. Cardboard and clay are easily obtained. So is the co-operation of the art department.

Many commercial audio-visual aids are helpful in teaching. There are a number of movie films on the subject. "Choose to Live" is good. It can be obtained for the cost of mailing by writing to the Division of Sanitary

Reports and Statistics, U.S. Public Health Service, Washington, D.C. A March of Time film, "Conquering Cancer," can be obtained from the American Cancer Society for the same charges. "Living Cells," a film that compares normal and cancerous cells, can be had from the American Cancer Society for \$2 plus mailing charges. For the permanent school collection Metropolitan Life Insurance Company, New York City, will send you a film strip, "Marie Curie and the Story of Radium," without charge.

Some of these aids, as well as other equally valuable films and materials, may be obtained by writing to your state department of health and your local tuberculosis and public health agencies. Ask for their catalogs. X-ray films may provide added interest in this subject. They can be placed against a window pane for display and study. Most hospitals will gladly give or lend you some.

Many activities have been carried out by pupils to learn about cancer:

1. The children may obtain young tomato plants and paint their stems with a solution of ammonia and water. The resultant tumors will help pupils to grasp something of the nature of cancer and some of its causes.

2. Galls may be collected and brought to school by the children. However, one should be certain that the differences between these plant growths and animal cancers are understood. Galls are caused by insect larvae or bacteria and cease to grow when the irritating factors are removed. Several ways in which tumors can be induced in plants are described in detail in the pamphlet, "Youth Looks at Cancer."

3. Microscopic slides of cancer cells and normal cells may be examined in class. Prepared slides are available at most hospital laboratories.

4. Perhaps these slides could be obtained from a hospital laboratory by a committee of pupils, who could at the same time arrange for an interview with the laboratory director and a visit to the place where diagnoses of cancer are made.

5. Interviews of agency members working with cancer prevention and control and reports or themes about community cancer control are practical.

6. Collections of quack advertisements, literature and testimonial letters from newspapers and magazines, followed by reports or bulletin board displays, are interesting and valuable.

7. Careful selection and preparation of displays of illustrated articles on cancer research from magazines stimulate learning.

8. A debate on some question like: "Resolved that cancer should be reported in children as well as adults" can be under the direction of the pupils.

9. Posters may be made on such topics as the three known methods of curing cancer or the warning signs of cancer.

10. Giving the children opportunities to handle in class such instruments as the stethoscope, the reflex hammer, the blood pressure outfit used in a physical examination by a physician may help to make the examination, when it is experienced, much less mysterious and perhaps even interesting.

11. Informal talks to the class by a "kindly" physician who has a way with young people often leads children to conclude that doctors are, after all, human.

#### **TESTING THE OUTCOMES**

Some evaluation of our teaching in this area is desirable. Testing outcomes might include such items as: (1) signs of cancer; (2) approved types of treatment and the possibility of cure; (3) characteristics of quack practitioners; (4) heredity and age factors; (5) irritation as a factor; (6) hygienic practices that may help prevent cancer; (7) the truth about warts, moles and birthmarks; (8) agencies working for cancer prevention and control; (9) comparison of cancer growth with normal growth; (10) cancer and public health.

# Chalk Dust

## OCTOBER

*October—month of Meetings, of Pow-wows everywhere at which we eat and drink too much in too much smoke filled air. We take the Little Woman—"two can ride as cheap as one"—and find it's double the expense and only half the fun. All hail the Get-Together! The democratic way—the panels, workshops, speeches by the month or by the day; as we listen do we wonder if our time is spent for naught but to dodge the pain of labor and the loneliness of thought?*

« »

## HALLOWEEN

UPON discovering that juvenile delinquency is on the upgrade in his school, the young superintendent decides to take steps. The first step is the Halloween Parade, organized to exhaust the kids so thoroughly they will not have the strength to upset the local merchantry. The parade, according to the best juvenile thinkers, is made more attractive if participants are given prizes for bizarre costumes, prettiest dolls and most unique pets.

The kids respond in droves. The school band comes thumping in the van, and even the Mayor, with a view toward next election, consents to lead the mob.



All is well. Or is it? The prize pet idea is the first event to go sour. The cats fight the dogs, the parrots fight the dancing mice, the chameleons fight the turtles, and the mammas fight the school superintendent individually and collectively.

It rains. (Weather Note: School parades always mean rain.) The ethereal costumes disintegrate, the colors run, and the littlest paraders fall into water holes and drown. Sniffles, sneezes and colds develop along with rising parental wrath! Who thought of this idea, anyway?

Soggy doughnuts are distributed by the parent-teacher association and are promptly used to pelt the Mayor and others in authority, i.e. the superintendent. The

Mayor quits and goes home with a bad case of croup; the band evaporates, but the weary superintendent must plod on to his weary end.

It is then that he is discovered nervously kicking two helpless kindergarten kiddies into a semblance of order, and Mrs. Tattlepuss speaks only the mind of the community when she says, "I always thought the fellow was a nitwit, anyway."

Net results of the Halloween Parade: One suit to be pressed, cleaned and mended; loss of the Mayor's affection; payment for five dozen secondhand crullers, slightly soggy; law suit for one lovebird missing; rise of 10 per cent in the rate of juvenile delinquency.

« »

## NATURE NOTES

OCTOBER. The voice of the football coach is heard in the land. A crescendo of commotion and an odor of liniment envelop the halls of learning. Tibias, fibulas and femurs are scattered in the corners as the embattled veterans limp heroically to their classes.

The school assembly system goes into a tail spin, and the assembly bells ring stridently at awkward hours so that something called "pep" can be fed to students. Immature, scantily clad young females jump and cavort on the assembly platform arousing the renewed wrath of Mrs. Gabbyfuss, who, last spring having won the test case of the Superintendent *vs.* Slacks, now goes down to total defeat in the battle of Football *vs.* Shorts.

Beetle browed alumni who left school at the end of the sixth grade return as advisers to the athletic department, and other strange characters emerge from the poolrooms to defend the glory of Alma Mater.

Teachers are flattered, albeit bewildered, at the sudden attention given their grading systems. Parents who never betrayed any interest in scholastic standings call every hour to get the latest reports on their offspring's struggle with geometry. There is talk about eligibility rules and better men than you have lost their jobs because of their inability to elasticize figures.

Back in 500 B.C. when some adventurous Spartan youth first discovered that a pig's bladder could be inflated with air and kicked fro and to, he started something. But he probably could not realize that he would someday be responsible for a 100 per cent increase in the sale of aspirin to school administrators. Time gallops on.



# One Code OF ETHICS

A PATTERN of professional ethical conduct is of vital concern to all teachers and administrators. Clarification of standards has been accomplished through written codes of ethics. In a code, the accepted principles are stated in terms of daily experience. A code is not a law but rather a creed that identifies standards of practice.

Inasmuch as the majority of state education associations in the United States have adopted a code of ethics and the National Education Association also has a code, a duality becomes clearly evident. Thirty-five states have an official state code, nine have officially adopted the N.E.A. code, and four states have taken no action on codes.

The most comprehensive investigations of teachers' ethics have been made by the N.E.A. Accordingly, the present N.E.A. code crystallizes general principles. This is further substantiated by the fact that recent state adoptions and revisions have borrowed heavily from the N.E.A. code, both in content and in organization.

## SLUGGISHLY PROMOTED

Data reveal general inadequacy and complacency relative to dissemination, instruction and vitalization practices.\* Only one-half of the state associations have a standing committee on professional ethics. The tendency to shift responsibility for instruction in ethics is clearly evident. Teacher training institutions and public school administrators assume that code emphasis is an association function. State associations pass the responsibility to local association groups, teacher education institutions to placement bureaus or to related organizations such as the F.T.A., and city school superintendents to state associations and the teacher training institutions.

Teachers are striving for greater social recognition and security. The

## JOHN H. FADENRECHT

Director of Teacher Training  
Wheaton College  
Wheaton, Ill.

typical code outlines the principles of social and professional relationship, and yet that very code has been denied full circulation and clarification. It is obvious that code formulation is but one step in seeking functional ideals. The three important and necessary steps to institute organizational unity and strength are: (1) definition and crystallization of functional standards of conduct; (2) effective instructional enlightenment for every member concerned; (3) enforcement of standards with majority membership support.

An effective code of ethics necessitates an energetic and continuous program of in-service and pre-service training of teachers in code of ethics standards. A professional code cannot of itself establish right habits. It can, however, focus attention upon important standards and problems. It will contribute to the development of professional attitude only when its content is definitely taught and made known.

Other major professions stand unitedly behind one good code applicable to and accepted by all. It would seem but logical that the teaching profession should do likewise. Further to facilitate code of ethics "singleness" and efficiency, the following recommendations seem timely.

## SIX RECOMMENDATIONS

1. Every state education association should officially adopt the N.E.A. code and thereby eliminate code multiplicity, simplify emphasis and instruction, and enhance professional solidarity in standards of conduct.

2. The N.E.A.'s committee on professional ethics should at systematic intervals reexamine and reevaluate the code in terms of its functional efficiency. If amendments or revisions are advisable, the necessary steps to-

ward such revision should be taken. In the event that state associations deem it advisable, to retain official state codes, the codes should be systematically reexamined and revised.

3. Each state association should provide for the establishment of a standing committee on professional ethics authorized to (a) disseminate copies of the code, (b) provide for a well organized teaching unit on codes of ethics, (c) cooperate with teacher education institutions in making the study of codes of ethics an integral part of every prospective teacher's education, (d) institute a continuous program of code study among association members, (e) seek full cooperation between the association and the state department in code dissemination efforts, (f) encourage school administrators in the discussion of codified standards of conduct in their in-service education program, (g) enforce standards of codes of ethics with power to resort to legal action in case of violation, and (h) engage standing legal counsel for the benefit of the members of the association.

4. Teacher education institutions should reconsider the importance of codes of ethics and make the study of standards of conduct as identified in the codes a necessary prerequisite to teacher certification. The institution should seek to develop its own program of code of ethics placement in the curriculum. Teacher education institutions should cooperate with the state association committee on ethics in enlightening society at large as to codified standards for teachers.

5. Authors of educational textbooks should be encouraged to include the N.E.A. code in their publications with pertinent discussion of the subject of standards of conduct.

6. The in-service teacher should use every available means to assist the new teacher to appreciate the value and the reciprocal nature of standards of conduct as set forth in the code.

Inasmuch as a teachers' code of ethics is an official document of an education association, the responsi-

\*Fadenrecht, J. H.: Educational Professionalization Through Code Content Emphasis. University of Colorado: Unpublished Doctoral Dissertation, 1946.



## ... UNDERSTOOD AND ENFORCED

bility for its enforcement rests primarily with that association. An adequate program of enforcement presumes that proper dissemination occurs.

Investigation reveals that committees on professional ethics, representing state education associations, give major consideration to current problems, such as salaries, contracts, certification and emergency training. General teacher welfare and ethics are given secondary emphasis. Methods of application and enforcement of the code of ethics stand in third position, and discussion of cases of unprofessional conduct gets the least attention.

Methods of distribution vary greatly. Of the associations, 76.5 per cent print the code in the official association organ annually, biannually or triannually. Only 23 per cent of the thirty-four reporting associations provide teacher training institutions with code copies for distribution and study. Four use official assemblies for distribution, and one association reports that distribution occurs through local associations.

In approximately one-half of the reporting teacher training institutions, copies of a code of ethics are available for distribution to prospective teachers. The other one-half has no distribution copies available. Availability is not the basic criterion of distribution and use, yet it is an index of the ease with which codes may be examined and reviewed.

Less than one out of three teacher training departments places state code copies in the hands of teachers in training. Distribution of the N.E.A. code is somewhat more generally practiced. One-half of the private institutions and slightly less than one-half of the public institutions make no attempt to distribute copies.

Seventy-three per cent of the teacher training institutions do include the code within the curriculum. Of this number, 33 per cent indicate that inclusion is but incidental. At least 9 per cent of these assign the code for private study without allotting class-

room discussion or study time to it. Eighteen per cent definitely indicate that the code is not studied and the other 9 per cent are noncommittal.

Educational leadership bears its share of responsibility for quickening interest in and observance of codes of ethics. Approximately one out of every four city school superintendents gives emphasis to a code. It appears that the larger the school system, the less attention is given to this topic. Twenty-six per cent administer a code emphasis program, 67 per cent make no such effort, and 7 per cent do not indicate the presence or absence of the practice. Of those administering an emphasis program, 29 per cent distribute code copies, and 31 per cent stress it through the official teachers' manual. Other means of emphasis indicated include special lectures on the code, faculty committee study, and workshop study.

All available data lead to the conclusion that state associations, teacher education institutions, and city school superintendents are not in cooperative agreement as to: (1) the values of codes, (2) code dissemination practices, and (3) effective methods of content instruction.

Code status in the enforcement of standards may be ascertained in terms of four criteria: (1) the existence of enforcement machinery as an integral part of the code, (2) ways and means of reporting violations, (3) avenues of recourse available to committees, and (4) legal counsel available to teachers.

Of the thirty-two codes examined, twelve state codes and the N.E.A. code

provide for a commission or committee delegated with enforcement authority. Possible action against individual members guilty of violation of the code varies from outright expulsion power to no recourse of any kind. Methods of reporting violations in order of their frequency are: (1) reports through local association committees, (2) reports through individual association members, and (3) reports through state association officers.

Inasmuch as ethical conduct and relationship are and should be reciprocal in nature, teachers should be entitled to recourse when administrators or boards of education are guilty of violation of ethical standards and when the teacher is the subject of exploitation. A pertinent question, therefore, is to what extent associations retain legal counsel, available to association members in case they are the subject of unethical discrimination. Nine state associations retain standing counsel. Legal counsel retained as necessary is indicated by seven associations. Seventeen responded with an unconditional "no counsel retained."

### REVITALIZING NEEDED

Good educational judgment dictates the need for a progressive and intelligent attack on the problem of code of ethics, instruction and enforcement. Functional activities of committees on professional ethics need clarification and unification. The duties and responsibilities of these committees must be objectively established and identified by the association.

All associations should retain standing legal counsel, providing consultation service for all members and not delimiting it to special or extreme cases. Finally, a revitalization of the code of ethics through greater "singleness" of pattern and greater professionally cooperative efforts is urgently needed at this time.

Education, like other major professions, should support one good code. Administrators, teacher training institutions and education associations share responsibility for teaching and enforcing professional standards. Acquaintance with a code of ethics is proposed as a prerequisite for teacher certification. Legal counsel is highly desirable.

# AUDIO-VISUAL AIDS

## TRAINING PUPILS FOR PARTICIPATION

RITA HOCHHEIMER

Assistant Director in Charge of  
Audio-Visual Instruction, New York City

**I**N THOSE days we called it "socialized recitation."

Once upon a time, many years ago, when I was a member of the staff of the Washington Irving High School in New York City, I attended summer school at Cornell. There I met many teachers; invariably their first question was: "Where do you teach?" The usual comment, after I had answered them, was: "Oh, that's where the children teach themselves and the teachers have nothing to do."

Now, the socialized recitation is part of "the new program," "pupil participation," "the child centered school," "progressive education," or any other pat phrase the university professors work out.

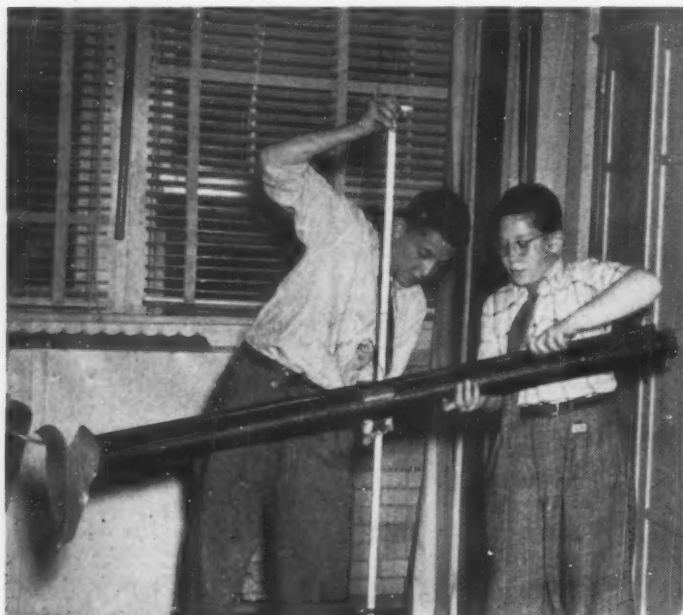
Actually, what every teacher knows (and most parents) is that if you keep Johnny busy he'll be a good boy. Or, conversely, "Satan findeth mischief



A child picks up teachers' orders for materials needed. She and other pupils will obtain the films and equipment as requisitioned.

still for idle hands to do" antedates the psychiatrists by many years.

School people know well that a mischievous child is an uninterested child and that in many instances this is not because the child has inferior abilities but because the school program is too largely based on intellectual ability, appealing primarily to book-minded pupils. As a similar recognition of the child with mechanical ability (boy or girl), the audio-visual instruction squad offers a golden opportunity. But, as in all school and life situations, the child does not teach himself or develop skill by taking thought. The teacher is his model, guide, leader and adviser. This trend, with which I am most familiar in the New York City schools, is one of the common practices in audio-visual education throughout the United States. The net result is self-confidence and



Left, two of the mechanics set up a screen. Right, pupils of fifth and sixth grades select various materials ordered by teachers. The girl at the rewriter is learning how to splice films.

social approbation. The incidental development of mechanical skill is valuable. It occasionally leads to future vocational activity in photography or motion picture production or projection. But the significant educational values lie in the subtler outcomes of learning: cooperation and courtesy, and, eventually, the social approbation of the group of children and teachers who constitute the child's world.

#### OLDER CHILDREN ARE "TEACHERS"

The squads usually are small groups of children who are selected from the upper classes in the school because of special aptitude. Sometimes one of the upper classes assumes this as its "service project" for the school. In this case, social studies, English, science and art center on this core of interest.

Frequently, too, the older children are projectionists for classes in the lower grades, reading captions, telling stories, interpreting material. When such a program can be developed successfully, it frequently serves to overcome inhibitions and shyness in the "big" boys and girls and invariably delights the little ones, whose sense of social acceptance is immeasurably increased by these visits.

The types of service provided by the squads or service classes are fairly similar. Squad members are trained to assist in the routine of administration, selection and distribution of materials. This means first the interpretation of the teacher's request and statement of need, as shown in her written order. Then comes selection of the material itself and its physical conditioning if necessary. Here, the



Photos by Ambrose J. Hickey, staff photographer, New York Board of Education

One group of pupils prepares a mural on the Freedom Train, while another works with a committee leader, using an overhead projector, and at the same time the teacher is guiding a research committee.

teacher's careful guidance and eternal vigilance are most necessary, for her colleagues expect the selection to be satisfactory and are impatient at torn sprocket holes or imperfect film splices. The children also set up the screens and run the projectors when they show the films to the younger pupils.

For example, a group of older children may visit the lower grades or the kindergarten to show some such film as "The Wandering Puppies." In the photograph below the children are

pretending to be the puppies after they have made their own masks and tails. The fifth graders are measuring and judging the tails, all unconscious of the fact that they are being subjected to a lesson in arithmetic.

Finally, the proud day comes when the squad is called upon to assist a committee working on a pupil made lantern slide or a "paper movie" for opaque projection. In this situation, the well trained squad no longer requires active supervision of the teacher, who is busy elsewhere, but guides activity of other pupils.

Is this work going on in all New York schools? No, for it requires time and work and training on the part of the teacher. Today many of our teachers are receiving training, but the development of a satisfactory city-wide program of audio-visual education squads, that invaluable school experience for our children, would necessitate the appointment of building coordinators in this field and a much larger professional staff for the visual instruction bureau than is at present available.

We have made a useful start with our demonstration schools and district film librarians. The intensification and extension of this phase of our work, as of so many valuable school activities, depend on adequate budgets.



Kindergartners dramatize a film on puppies. Fifth graders measure the "puppies' tails."



# THE SCHOOL CAFETERIA

CONDUCTED BY MARY DeGARMO BRYAN

## HOMEMAKING AND LUNCHES TEAM UP

### ALDINE McCONNELL

Home Economics and Lunchroom Supervisor  
White Memorial School, Knox, Pa.

### W. W. FRAMPTON

Supervising Principal  
White Memorial School, Knox, Pa.



Pictures above and right show students preparing salads and relaying them to the school lunchroom tables.

MORE than 500 pupils in Grades 1 to 12 attend the White Memorial School at Knox, Clarion County, Pa. The school serves Knox Borough and adjoining Beaver Township. To facilitate pupil transportation and to enhance the workability of the school lunch program, a one-session day (9 a.m. to 3 p.m.) with a closed noon hour became operative in the fall of 1946.

The one-session day has proved highly feasible and desirable from the standpoint of the national school lunch program and homemaking classes.

Three groups are served daily:

Grades 1-4 (11:15-11:50) 200 pupils

Grades 5-8 (12:00-12:25) 180 pupils

Grades 9-12 (12:35- 1:00) 150 pupils

Ten-minute intervals between groups are utilized for table preparation and cleaning tables and floors.

Practical experience for better home and community living is the theme of our homemaking department. Homemaking classes are required for all girls in Grades 7, 8, 9 and 10. Eleventh and twelfth grade classes are elective to boys and girls. Homemaking enrollees total 108, with approximately one-third assigned daily to lunchroom duties. Classes in Grades 7 and 8 meet for one 110 minute period weekly, and Grades 9 and 10, for four 55 minute periods weekly. Grades 11

and 12 have four joint 135 minute meetings weekly.

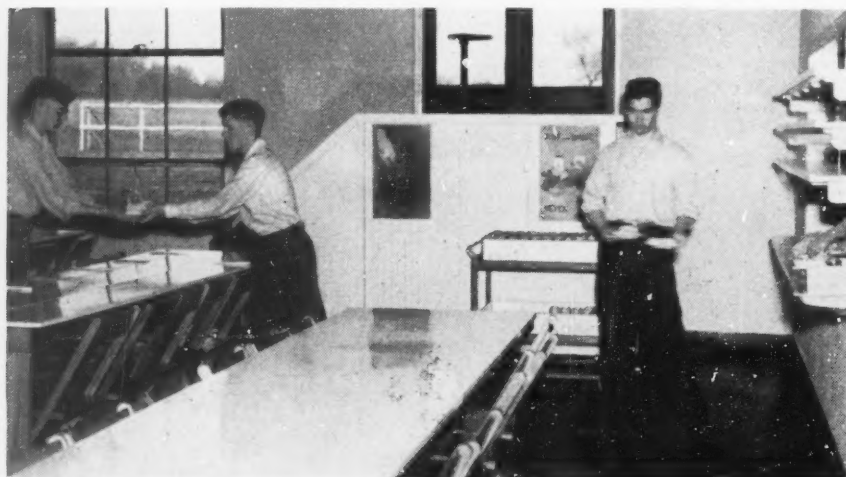
Approximately half of the Grade 7 course is devoted to orientation and guidance, with emphasis on previews to home and family living. Elementary assignments in kitchen technics and the simpler steps of stitchery and cookery comprise laboratory experience.

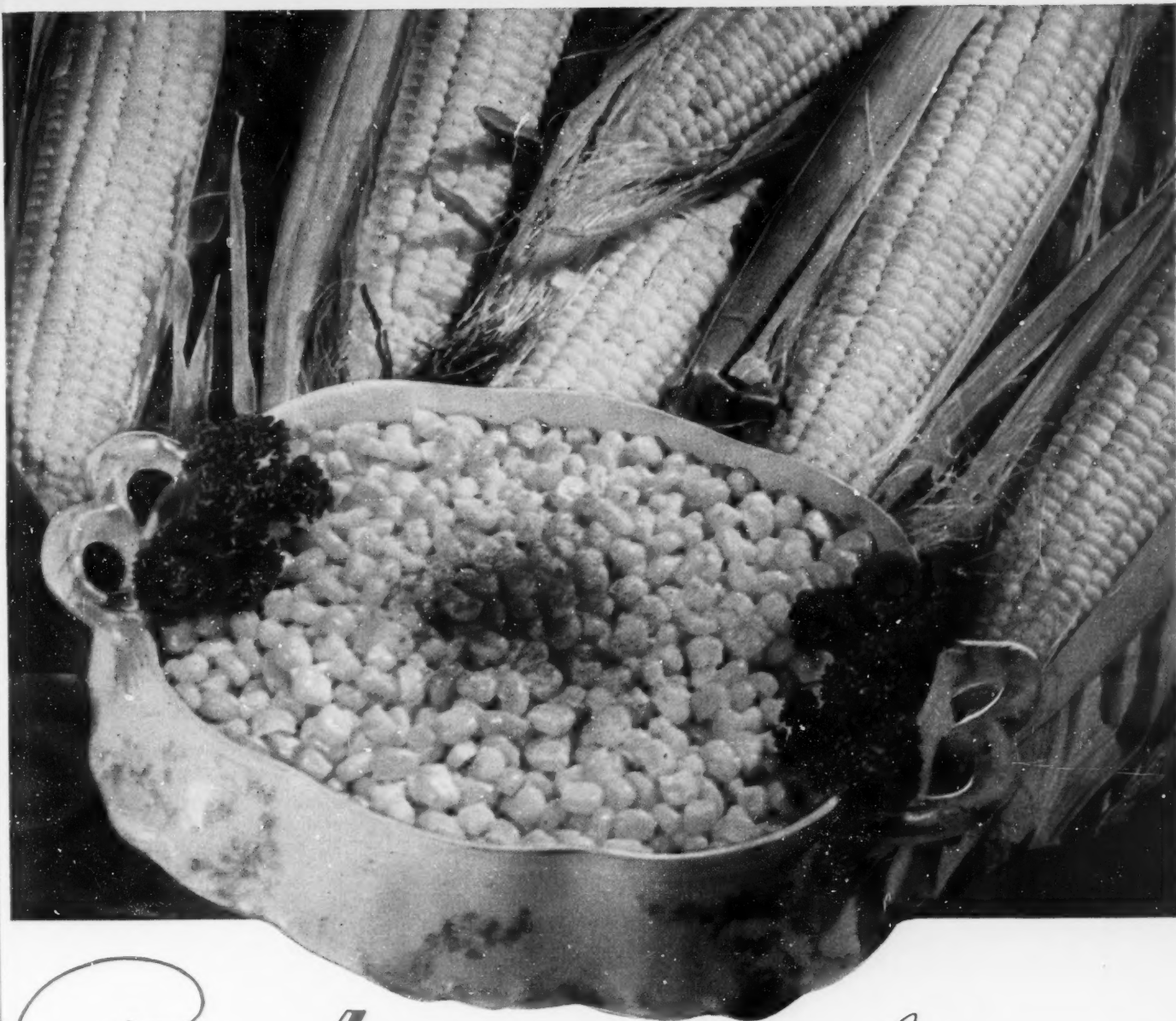
In Grade 8, first steps with experiences in homemaking are a sequel to the seventh grade practical orientation course.

Better nutrition, general preparation, and food buying are the goals of the work in Grade 9. The social graces are given particular emphasis at this important stage of adolescent life. As in all our homemaking classes, experiences in the lunch program provide integration of theory and practice.

Individual interests and aptitudes are further developed through progressive assignments in practical handwork. For example, this year instruction in embroidery, drawn work, and knitting has served as a means for expression of individual talent that might otherwise have remained latent in group activities, such as one-type apron cutting and sewing.

The family in its relationships within its own circle and within the larger community circle is treated





TRULY

*An aristocrat*

These tasty, succulent nuggets of food energy are the best that the rich black earth of the corn belt produces . . . whole grains from perfect ears of Golden Sweet Corn. With every Sexton vegetable, experts select the prize varieties from regions noted for their superior yields. We pick them garden fresh . . . can them immediately to capture their full vitamin value. You get at least one extra serving in every can.



*Good Food for  
Pleased Guests*

**Sexton**  
*Quality Foods*



Netherland Plaza, Cincinnati, Ohio

## Shenango ... serves the distinguished Hotels



Hotel Hollenden, Cleveland, Ohio

Great hotels...fine foods...and Shenango China ... combined, create repeat customers! In the science of man, no other material yet developed, is so non-absorbent, so suitable for serving "flavor-pure" foods to guests... piping hot, or icy chilled ... and so beautifully decorated for "appetite appeal" ... compare the lasting brilliance of color, glaze, and body with any other china or substitute.

supremacy  in china

**SHENANGO POTTERY CO.**  
New Castle, Pa.



during the sophomore year. Theory is implemented and supplemented by lunchroom practice with the attractiveness of ourselves and our surroundings dominating our activities. Pride in the lunchroom provides the impetus for projects in decorating, remodeling and the like. Stitchery is advanced for those whose capabilities permit. However, expression of individual talents is encouraged by a variety of other handcraft interests, such as intricate and design knitting, shell craft, felt craft, textile painting and poster making for the lunchroom.

Knitting technics are extended to include care of woolens. Each girl washes and blocks a woolen garment at school.

Junior and senior boys and girls may take an advanced foods and laboratory course with emphasis on efficiency, cooperation and personality development. Child care is learned in a practical way; the students are responsible for training younger children at their luncheon tables. Not enough can be said for the personal and social development discernible in both credit-earning and luncheon groups. Much of the success of our program lies in the commendable eating habits of the children; this is attributable to our method of luncheon supervision.

We are proud of the interest displayed by ten boys who have elected this homemaking class. Management through cooperative efforts is especially appealing to these young men. The variety of tasks performed in the lunch program by all members of this class affords outstanding opportunities for expression of initiative.

We firmly believe in sufficient time for such essentials as appearance, good grooming, personality development, etiquette and related topics. Theory acquired in classroom discussion is easily applied in everyday practice.

Laboratory duties are rotated at two-week intervals, giving students experience in each phase of the day's routine.

The homemaking teacher directs the lunch program. A preparation schedule outlined a week in advance for the cook and two helpers permits the teacher to devote her time to pupils and their assigned duties. This preparation book also informs the cook what help she may expect from the homemaking pupils.

We do not wish to convey the idea that pupils get experience in quantity

cookery only. Available equipment, number of participants, and variety of responsibilities permit the use of standard recipes. For example, pudding for one day's menu was prepared by standard recipe technic. Salad dressings, cookies, sandwich fillings, and cakes are prepared by the same method in quantities sufficient for lunchroom needs.

The cook, however, in preparing main dishes utilizes recipes for from fifty to 100 servings.

Individual differences guide the planning for all other phases of our homemaking program. Classes are as informal as possible and are organized on the basis of pupils' interests. Disciplinary problems are nonexistent because "talent is in action."

As stated, phases of sewing in afternoon classes progress according to pupils' capabilities and desires. Some request instruction in the more intricate details of sewing technics, while others, after acquisition of the fundamentals, prefer to ply their bent for painting, knitting, embroidery, jewelry making, felt craft, and other related activities. Variety of interests is encouraged, and some projects are required of all members of the classes.

Since we recognize festive occasions as truly a part of our American heritage, preparation for holiday activities is the incentive for many projects. Meals preceding holidays feature symbolic and specially prepared foods, as well as timely table decorations. For example, peaches with pumpkin faces molded in gelatin are served as Hal-

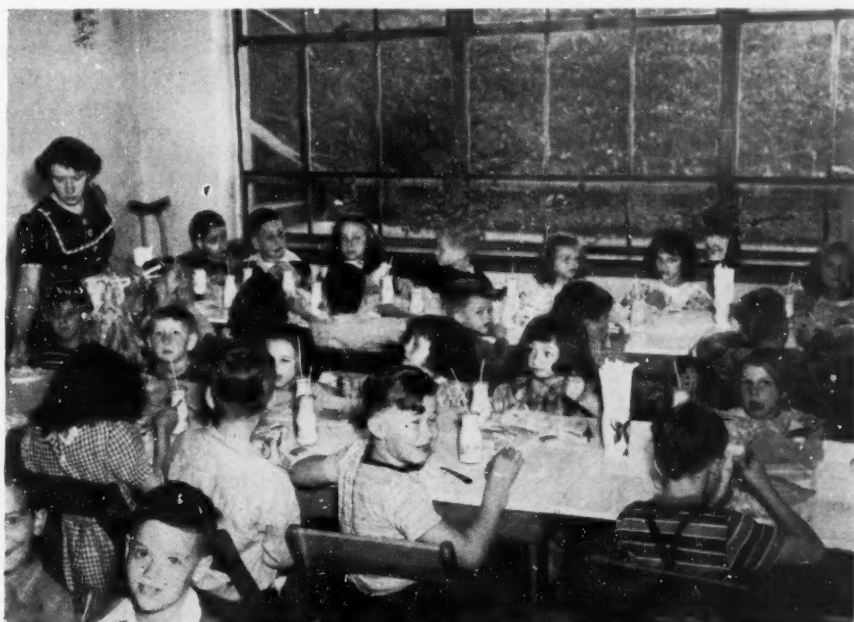


The "Cookie Christmas Tree"

loween dessert. In addition to traditional foods, artists in the afternoon classes create bulletin board scenes in keeping with the occasion.

Christmas activities are enjoyed by every group in the spirit of doing for others. Attractive Christmas gifts are completed by all groups in part of the class periods. Each shares in the joy of the school project, "A Cookie Christmas Tree," for the entrance hall. Patterns for cookies are individually designed and hand-cut; the cookies are iced in colors and hung on the tree.

Equally festive is the occasion when huge trays of the attractive cookies are



Junior and senior homemaking students are responsible for training the younger children who sit at their tables in the school lunchroom.

passed in the lunchroom. Such fun is not limited to Christmas. This year, the seventh grade girls decorated a special cookie treat for Easter.

Because the task is a large one, teacher and pupils cheerfully give of their leisure evening hours to informal "icing and tree trimming parties."

The homemaking teacher utilizes other occasions to know and help her pupils. During the last winter she has entertained and been guest at various pupil knitting bees. The occasions are invaluable to the girls as training in entertaining guests and to

the teacher in learning potentialities of her group of students.

Service to the school is not limited to the lunchroom, nor is extra activity confined to pleasurable enterprises. We devote a measure of our time to contributions mutually beneficial to the school and the future homemakers:

1. Last spring the girls mended, laundered, pressed, sprayed and properly stored the school's basketball uniforms.

2. The girls launder and care for the linens used on the health room bed, except in periods of contagion.

3. Skill in textile painting will be used later in making new curtains for the lunchroom.

4. Similarly, the girls make the dish towels for lunchroom use.

5. Twice during the current school year, we've practiced special entertaining by preparing and serving the county school principals' dinner.

The national school lunch program operated on a closed noon-hour basis is still in its infancy, but we are proud of our practical accomplishments to date. We anticipate progress toward the optimum in:

1. Pupil health and school attendance.

2. A healthier and happier future citizenry.

3. Increased parental interest in child-school welfare.

4. Consciousness of the social graces and democracy at work.

Unlimited are the intrinsic values of the lunch program to the home-making pupils. They learn: (1) to do by doing; (2) to assume responsibility to themselves and to others; (3) to live more efficiently, harmoniously and graciously; (4) to cope with emergencies; (5) to recognize and enhance their individual talents, and (6) to appreciate the essentials and joy of good homemaking.

Already, training received in our program has opened avenues for employment or employment possibilities. Two 1947 graduates are regularly employed as cook's helpers in our kitchen and others who will not seek a post-high school education are employed locally in hotels, restaurants and domestic service. Several of the girls anticipating college attendance are planning to help defray expenses by working at resort hotels or in college self-aid programs.

Our ultimate goal is better homemakers, and whether the girls marry soon after high school or choose college and a career first, we cherish the feeling that there will be a definite carry-over from their practical home-making classes.

Our program is planned with school and community interests in mind. Impending school consolidation should provide the opportunity to enrich our contribution to community welfare. Following the same principle, we anticipate a more active interest among service clubs to provide help for needy children. We have just begun; we are challenged; prospects for the future are bright.

NATURAL CHAMOIS COLOR

Like CHAMOIS

HIGHLY ABSORBENT

SOFT TO THE SKIN

GREAT WET-STRENGTH

*Like CHAMOIS!...in appearance...in absorbency...soft to skin, and strong!*

**MOSINEE TOWELS** (natural, non-bleached sulphate paper towels) look like chamois... absorb water like chamois... are soft and soothing as chamois to the skin... and they have great wet-strength. So you see they have everything it takes to make better toweling. And Mosinee controlled type dispensers help make Mosinee Pure Sulphate Towel service *economical* as well as *better*. There's a Mosinee Towel distributor near you. Contact him or write . . . .

**BAY WEST PAPER CO., Green Bay, Wis.**  
A Division of Mosinee Paper Mills Co.

Member of National School Service Institute



**MOSINEE** *Sulphate Towels*

PREP-TOWLS • ZIP-TOWLS • TRIM-TOWLS • TURN-TOWLS • ROLTOWLS

# Build More Meals Around Heinz OVEN-BAKED Beans!



## ***Tops In Food Value!***

**F**ULLY prepared—ready to heat and serve—Heinz Oven-Baked Beans are high in food value and make a hearty main dish by themselves. Or, served with your plate specials, they help round out nourishing, appetizing meals. Richly nutritious, Heinz Oven-Baked Beans

are ideal for fast, labor-saving service.

You'll find Heinz Oven-Baked Beans are economical to serve for there are no leftovers, no waste. Ask your Heinz Man or write H. J. Heinz Company, Hotel and Restaurant Division, Pittsburgh 30, Pennsylvania.

**Ask Your Heinz  
Man About**

# **HEINZ** OVEN-BAKED **BEANS**



# OPERATION AND MAINTENANCE

## A DIFFERENT APPROACH TO VENTILATION

FREQUENTLY the ventilating problem has been approached from the equipment point of view rather than from the condition point of view.

Shortly after the turn of the century, many states enacted laws requiring the introduction of 30 cubic feet of fresh air per minute per person for school buildings. These laws based upon the Pettenkofer Theory of 1863 assured the installation of mechanical ventilation. During the twenties, C.-E.A. Winslow, making a study for the Milbank Memorial Fund, declared that there was no justification in theory for the old 30 cubic foot requirement. Even though research has proved Winslow right in his contention, for the most part we still think of ventilation in terms of machinery for introducing fixed quantities of air.

### DESIRED CONDITIONS

New York State was among the first to interpret ventilation in terms of "healthful and comfortable conditions." This approach gives the engineer the opportunity to use his ingenuity in designing machinery to provide specified conditions. This article will list the desired conditions with only brief comments on the types of ventilation.

1. *Air as a Medium or Vehicle for Carrying Dust, Germs and Odors.* Merely because air is introduced fresh from outdoors does not ensure its being free from chemicals, dust, disease, germs or odors. In fact, when a school building is located near a stone crusher or in an industrial section, the air may be the vehicle for carrying considerable dust and chemicals into the school building.

The American Society of Heating and Ventilating Engineers now has tables that indicate the point at which concentrations of dust and chemicals become toxic or dangerous. If these concentrations appear to be dangerous or obnoxious, they may be reduced by washing the air, filtering the

**PAUL W. SEAGERS**  
Assistant Professor of Education and  
School Building Consultant  
Indiana University

air, or using electric precipitation methods. All of these methods are found to be adequate when properly designed and properly installed. They, of course, must be used with some type of mechanical ventilation; thus, window ventilation, under these conditions, is automatically ruled out.

If large quantities of disease germs are found in the air, it is time to determine their source. If they come from without the building and if their source cannot be eliminated, it has been found that from 40 to 60 per cent of the organisms can be removed from the air by means of glass or steel wool filters treated with viscous oil or by using commercial air washers containing sterile water. If the germs come from the room occupants, in addition to the methods mentioned above, the use of ultraviolet lamps or aerosols will materially reduce the bacteria content.

Under no conditions should the air be gathered into main ducts from all the rooms and then recirculated throughout the building, while the building is occupied. This practice may be accepted for heating up the building in the morning by a central fan system; however, it should be discontinued as the building is occupied. You can see that this type of recirculation, while the school is in session, merely collects all the germs from the various rooms, mixes them up well and redistributes them. Although the filters will reduce the bacteria content, recirculation under these conditions can hardly be justified.

The use of ultraviolet or germicidal lamps in schoolrooms is still in the experimental stage, and they should not be installed except under competent engineering supervision. The rays from these lamps not only are lethal to a great variety of germs and bacteria but also are extremely painful to the human eyes and skin when the

latter are subjected to direct exposure for any length of time. Considerable effort must be made to keep these lights or germicidal tubes tested, properly cleaned, and in working order.

When two or three of these germicidal lights are installed in a classroom, at a height of about 6½ or 7 feet above the floor, and properly maintained, they have been found to be effective in changing the spread pattern of chickenpox, mumps and measles. These diseases normally have an explosive spread within any classroom. With the use of ultraviolet irradiation, the spread appears to be gradual. These lamps do not provide immunity to these diseases but rather have a tendency to reduce the concentration of the germs normally found in the air in the classrooms.

The actual effect of treating the air in a room by means of germicidal lamps is about equivalent to the dilution of the air in the room by means of fresh air introduced by removing the ceiling of the room and leaving the room exposed to the outside air. There is no scientific evidence that these lights will reduce the incidence of colds. High relative humidity decreases their efficiency.

### FUTURE INSTALLATIONS

Water emulsion paints reflect too much of the ultraviolet energy; therefore, the tubes should be used only in rooms painted with oil paints. When properly installed inside the rooms instead of in the duct work, they may be effective with any type of ventilation system, even though they are still considered experimental. It might be desirable in planning new school buildings to provide for future installations of ultraviolet irradiation in the way of conduit and proper recesses.

Bactericidal solutions which can be finely atomized for the purpose of sterilizing the air of a room are called aerosols. Although these are on the market in various forms, they are still considered experimental, and most

# LYON Lockers-Folding Chairs Vocational Shop Equipment



## WRITE THEM INTO YOUR ORIGINAL SPECIFICATIONS

● When you plan to build or modernize, specify lockers, folding chairs and vocational shop equipment by LYON — and you're sure of dependable quality. Due to the current shortage of sheet steel, we suggest that you . . .

*Anticipate your needs  
as far as possible.*

In many localities School Superin-

tendents working with their board members have been able to furnish us with steel. On this basis, we will buy the steel from you and make prompt delivery of the pound-for-pound equivalent in needed equipment, at regular published prices.

Ask for specifications on the new LYON LOCKER to incorporate into your future building plans.

### LYON METAL PRODUCTS, INCORPORATED

General Offices, 1026 Monroe Avenue., Aurora, Ill. • Branches and Dealers in All Principal Cities

#### A PARTIAL LIST OF LYON PRODUCTS

- |                        |                     |                   |                    |              |                 |                           |
|------------------------|---------------------|-------------------|--------------------|--------------|-----------------|---------------------------|
| • Shelving             | • Kitchen Cabinets  | • Filing Cabinets | • Storage Cabinets | • Conveyors  | • Tool Stands   | • Flat Drawer Files       |
| • Lockers              | • Display Equipment | • Cabinet Benches | • Bench Drawers    | • Shop Boxes | • Service Carts | • Tool Trays • Tool Boxes |
| • Wood Working Benches | • Hanging Cabinets  | • Folding Chairs  | • Work Benches     | • Bar Racks  | • Hopper Bins   | • Desks • Sorting Files   |
| • Economy Locker Racks | • Welding Benches   | • Drawing Tables  | • Drawer Units     | • Bin Units  | • Parts Cases   | • Stools • Ironing Tables |

schools should await their further development before installing them.

Although sodium hypochlorite has been used to some extent, the two most effective aerosols are triethylene glycol and propylene glycol. Both of these aerosols are effective under certain conditions, with triethylene glycol being effective in a much less concentrated form than propylene glycol. Glycols are most effective in temperatures of less than 72° F. and a relative humidity of 35 to 50 per cent. With a relative humidity of 75 per cent or more, the air cannot hold enough glycol to be of any value.

The unit ventilation system lends itself to the use of glycol vapors better than does any other system. Precipitation of the glycols on the walls of the ducts in the central fan ventilating system would limit its use there. However, individual vaporizers could be placed in each room. Effective concentration of glycol vapors would be difficult to control with window ventilation. Continued experimentation may develop an aerosol that is more easily controlled than those now being used.

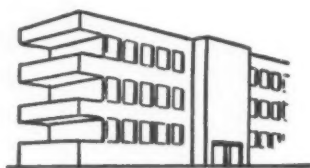
The problems of odors in the air have been attacked in three ways: (1) by the dilution of air by fresh air; (2) by imposing a stronger odor upon the original odor; (3) by removing the odor from the air.

To date, the most desirable method is the first, *i.e.* diluting the air by introducing fresh air. It is then found that the introduction of from 8 to 21 cubic feet of fresh air per minute per person will take care of the body odors in a normal classroom. However, if the room's occupants have a low socioeconomic status, it may be necessary to introduce as much as 40 to 50 cubic feet of fresh air per minute per person. Rather than install machinery for this extra capacity to take care of the exceptional cases, it would seem to be better to teach improved body hygiene. Thus, under normal conditions, we should be perfectly safe in providing ventilation capacity to introduce from 8 to 21 cubic feet of fresh air per minute per occupant.

The thought of superimposing a stronger odor on the original odor is rather revolting, and frequently the stronger odor becomes as obnoxious as the original odor.

The actual destroying of body odor has not been successful to any great degree up to this time. Washing the air will help to reduce the odors;

however, there is a question as to whether washing the air is any less expensive than the introduction of fresh air. Various chemicals have been used to kill odors; however, it is not certain whether they actually disintegrate the odors or replace them with another odor. Some types of odors are very effectively masked or disposed of through the introduction of germicidal lamps in the room. However, for the present, it seems that air dilution is the most effective way of taking care of odors.



2. *Physical Qualities of Air.* Under this heading, we can include the velocity of the air or air movement, the temperature of the air, and the humidity.

It is necessary to keep air in motion to eliminate stratification and stagnant pockets of air and to get a uniformity of temperature and humidity, as well as to remove body odors and to provide the desired bodily thermal balance.

When we have stratification of air about a person to the extent that there is greater than a 1½ to 2° difference in temperature at different spots on the body, discomfort results. A good air movement and turbulence will practically eliminate this type of stratification. During a heating season, air velocities against the body in excess of 25 to 30 feet per minute prove uncomfortable; during a cooling season, when it is desirable to remove heat from the body more rapidly, a person can be comfortable in air velocities up to 50 feet per minute; in extremely warm weather, with high surrounding temperatures, air velocities up to 100 feet per minute may prove desirable. Increasing the velocity of the air around the human body intensifies the heat loss from the body and, therefore, has the same effect as lowering the temperature of the air.

Comfortable temperature varies with different people. Young, active people are comfortable at a lower air temperature than are older, less active people. Comfortable temperatures also

vary with the seasons and the humidity of the air. The winter comfort zone, within which more than 50 per cent of the people feel comfortable, ranges from 65° to 79° F., depending upon the people and the percentage of relative humidity. The higher the relative humidity, up to 70 per cent, the lower the temperature of the air can be kept and still be comfortable. Low relative humidity requires higher temperatures for comfort.

The summer comfort zone embraces temperatures from 68° to 85° F., depending also upon the people involved and the relative humidity. Probably the most practical range for schoolrooms is 68° to 72° F. for a heating season, and 74° to 79° for a cooling season.

Although we consider 50 per cent relative humidity as desirable, most people cannot detect any change in relative humidity between 30 and 60 per cent at ordinary temperatures.

Relative humidity is extremely difficult to control at any time of the year. Fifty per cent relative humidity is practically impossible to maintain in most buildings when the outside temperature drops below 45° F. Temperatures below this point will cause excessive condensation on the walls and windows, and below 20° F., considerable frosting.

In the summertime, when the relative humidity is high in the outdoor air, it takes expensive machinery to dehumidify the air. In fact, there is no convincing evidence that increasing the atmospheric moisture by humidification in the normally occupied room has any effect upon health and little if any effect upon the comfort of the room occupants. Any degree of humidification will require better insulated buildings and double or triple glazing.

When introducing fresh air into a schoolroom in wintertime, it is necessary to temper the air to within 10 to 15 degrees of the temperature of the air within the room in order to have the proper air diffusion. When air conditioning or cooling machinery is employed, it is quite necessary that the temperature of the air inside be kept within 12 to 15 degrees of the temperature of the air outside, in order to reduce the shock accompanying the movement from a warm place to a cold place.

All mechanical types of ventilation can provide machinery necessary for heating, cooling, humidifying or de-



# three things to remember

## about Sound Conditioning in Schools...

### **fact #1: SOUND CONDITIONING IMPROVES DISCIPLINE...**

**Remember:** *Quiet breeds quiet*—this has been the experience of hundreds of schools where Acousti-Celotex sound conditioning has been installed to *blot up* noise. As noise disappears, attention sharpens, behavior improves, and performance picks up.

### **fact #2: SOUND CONDITIONING BOOSTS TEACHER MORALE...**

**Remember:** One of the greatest benefits of Acousti-Celotex sound conditioning is the lift it gives to teachers...by reducing nervous strain on them and their pupils. So effective is Acousti-Celotex\* at banishing chatter, clatter, and echo from classroom, corridor, and auditorium that *more schools are sound conditioned with Acousti-Celotex products than with any other material.*

### **fact #3: SOUND CONDITIONING IS INEXPENSIVE...**

**Remember:** In existing buildings, you can install Acousti-Celotex sound conditioning a room at a time to meet the limits of any budget. In many *new* schools, the cost of Acousti-Celotex hardly exceeds the cost of the usual surface that it replaces. And in all installations, the long term savings in fatigue of pupils and teachers, make sound conditioning a sound investment.

*YOU ARE OFFERED, without cost or obligation, a complete analysis of the noise problem in your own school by a trained sound technician—your nearest distributor of Acousti-Celotex products.*

*His judgment gives you the benefit of the accumulated skill of a quarter century in sound conditioning . . . and experience in installing millions of square feet of Acousti-Celotex products. Write us today for the name of your nearest distributor in the United States or Canada. Sound conditioning is a sound investment.*

\* REG. U. S. PAT. OFF.

THE CELOTEX CORPORATION, CHICAGO 3, ILLINOIS



# ACOUSTI-CELOTEX

TRADE MARK

REG. U. S. PAT. OFF.

## *Sound Conditioning*

PRODUCTS FOR EVERY SOUND CONDITIONING PROBLEM

humidifying the air. Window ventilation is uncontrolled in this respect and, therefore, will not provide the flexibility of mechanical ventilation. Its redeeming features, however, are low first cost and ease of maintenance.

3. *Thermal Qualities of the Environment Other Than Air.* We frequently lose sight of or forget the thermal effect upon us of our physical environment other than air. As our body loses considerable heat by means of radiation, any conditions that cause us to lose heat excessively during a heating season or slows up materially the

loss of heat from our body during a cooling season will make us quite uncomfortable.

Excessive heat loss to cold walls, windows or objects results in a draft sensation, although no draft may be present. This is frequently experienced in northern climates during the heating season when the building and furniture have not been properly heated before the occupants arrive in the morning. It is also experienced on the window side of the classroom unless radiation is hung underneath the windows to compensate for the heat loss.

Radiant or panel heating is especially useful for this purpose. However, this alone will not compensate for a proper and thorough heating of the building before the occupants arrive. Although draft sensation is more of a problem of heating than ventilation, it is treated here because of its popular association with ventilation.

With the exception of special rooms such as garages, kitchens, laboratories, toilet rooms, and projection rooms, all of which need positive ventilation and, therefore, mechanical introduction or exhaust, it is a matter of selecting the type of ventilating system that will provide the conditions desired and that, at the same time, will fit into the given financial setup, both in capital outlay and in maintenance.

If you select mechanical ventilating equipment, make sure that it fits your needs, that it operates properly, and that your custodians keep it in operation. Much money has been wasted in this country by installing expensive mechanical ventilation equipment and then either closing it down or operating it inefficiently.

#### WINDOW VENTILATION

On the other hand, if you specify window ventilation, you are depending not only upon the sun and the winds but also upon the knowledge and attention of every teacher in the building, which is very likely to preclude any uniformity of conditions within the building.

In some of the smaller school buildings, and in some locations, window ventilation appears to be quite satisfactory. On the other hand, many school districts wish to remove ventilation from the realm of control by each individual schoolteacher and are able to obtain the money necessary to provide automatic mechanical ventilation.

Regardless of the type of ventilation, one or two quiet wall hung fans can be extremely useful during both the heating and cooling seasons. It is necessary, no matter what type of ventilation is provided, that it be as noiseless as possible and not distracting to the pupils.

There is no set answer for ventilation problems. The best you can do is to determine the conditions you desire for health and comfort and ask the engineer to approach those conditions as nearly as possible within your financial ability to pay for the equipment.

**NEW!...for SCHOOLS!**

**3R Line**

**of SANITARY and  
MAINTENANCE PRODUCTS**

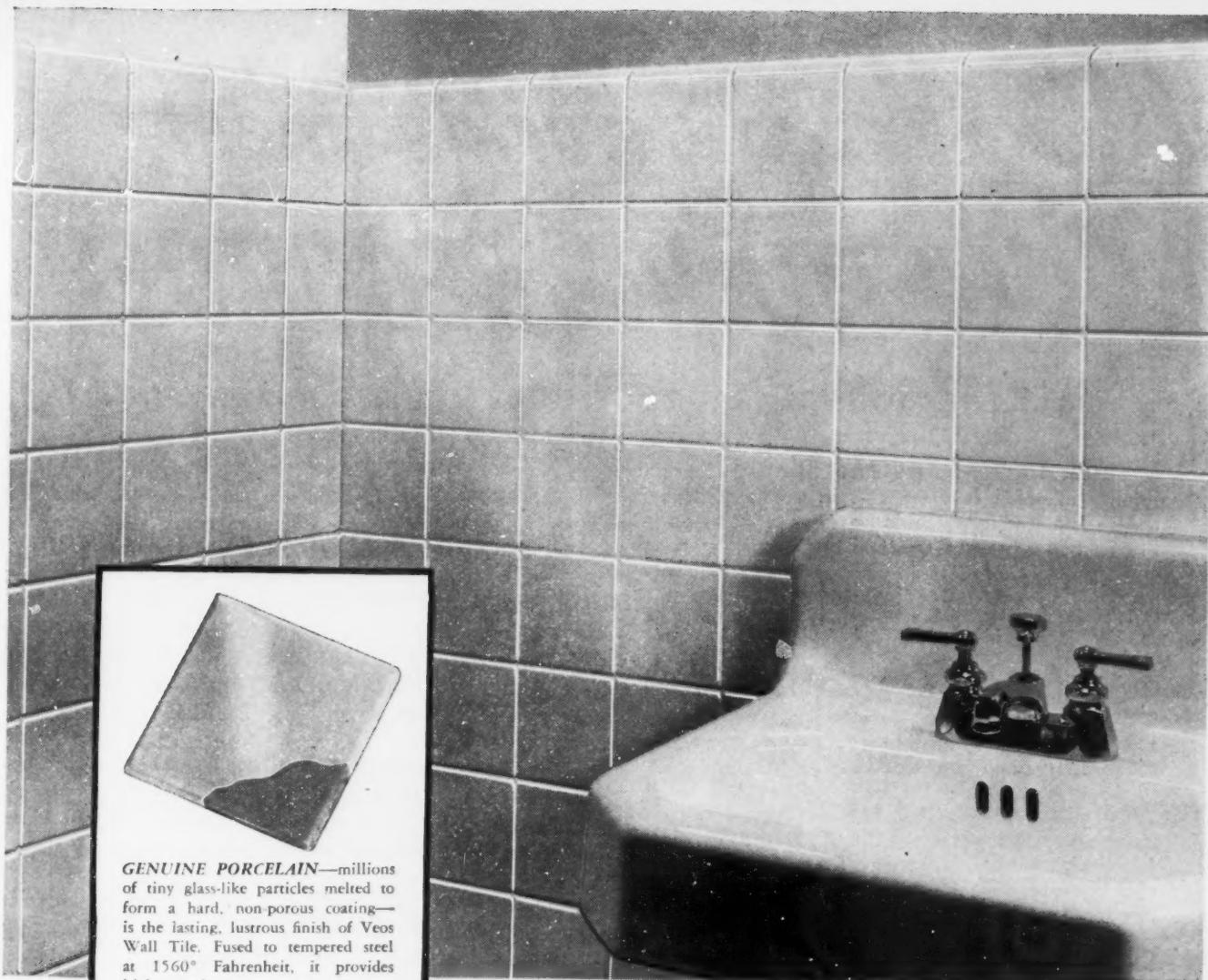
**Now, for the first time, you can get all your sanitation and maintenance products from one completely reliable source! No more need for hit-or-miss buying! The 3R Line includes a program for the most efficient, most economical use of the products. For best results at lowest cost, get every product from your 3R Distributor.**

**Your 3R Distributor is trained to serve your best interests at all times. He is competent, reliable... a school supply distributor who knows school requirements.**

**Write, wire or phone for the name of the 3R Distributor in your territory.**

**GEORGE STUART CO.**

**702 S. WOLFE ST., BALTIMORE 31, MARYLAND**



**GENUINE PORCELAIN**—millions of tiny glass-like particles melted to form a hard, non-porous coating—is the lasting, lustrous finish of Veos Wall Tile. Fused to tempered steel at 1560° Fahrenheit, it provides highest resistance to wear.

## Tough tile for rough treatment

In kitchens, washrooms, locker rooms, and cafeterias—wherever walls are subject to harsh treatment—it pays to have wall surfaces that are durable and practical. Armstrong's Veos Wall Tile is ideal for such places. It withstands many years of hard wear without losing its original beauty—it won't crack, craze, chip, warp, or fade. It's remarkably easy to clean and keep clean, with a minimum of care. The many practical advantages of

Armstrong's Veos Wall Tile stem from its exclusive construction. Genuine porcelain—like that used in fine basins and tubs—is fused inseparably to a base of heavy-gauge steel. The result is a combination of strength and beauty that means long wear and easy care—lasting satisfaction.

Veos tile can be installed economically and quickly. Since it weighs only one-third as much as clay-bodied tile, walls don't have to be

reinforced to support it. And it goes up over a specially grooved fiberboard base that assures perfect alignment of tiles.

Armstrong's Veos Wall Tile comes in nine attractive colors and many sizes and shapes. Countless decorative designs are possible. Ask your local Armstrong contractor for full information about Veos Wall Tile or write to Armstrong Cork Company, Building Materials Division, 3710 Frederick St., Lancaster, Pa.

## ARMSTRONG'S VEOS WALL TILE

Porcelain  on Steel



# NOW...the world's finest EDUCATIONAL RECORDER..

ONLY THE "SOUNDMIRROR" OFFERS ALL THESE ADVANTAGES

- ✓ **Superior tone quality and fidelity**—Lifelike fidelity in voice recordings—rich depth of tone in music. The frequency response is as uniform as the finest radio receivers—speed variations, known to the engineers as "wow" or "flutter" are so small as to meet professional recording standards. There is no scratchy background or needle noise to mar the reproduction.
- ✓ **Easy to handle "Magic Ribbon" recording tape**—Outstandingly practical for school use as compared to almost invisible hair-thin wire used on competitive recorders. Cannot snarl or tangle.
- ✓ **Program can be "edited"**—One of the outstanding advantages of the "SOUNDMIRROR" is that the "Magic Ribbon" recording tape can be easily cut and rejoined with cellulose mending tape to remove unwanted portions and rearrange program sequence.
- ✓ **Simplified operation**—No other recorder is so easy to operate. No complicated threading. Simply drop the "Magic Ribbon" in a slot in the mechanism. Simple control, single lever provides for play, record, rewind, or fast forward functions.
- ✓ **Automatic high speed rewind**—After a reel of "Magic Ribbon" has been recorded or played and the end of the tape is reached, the mechanism automatically reverses and rewinds in less than three minutes. The high rewind speed—ten times recording speed—is faster than any competitive recorder on the market!
- ✓ **"Acoustical"\* non-directional microphone**—Provides a fidelity and sensitivity usually offered only in professional types. Convenient new exclusive case is adaptable to hand, table-top, or mike-stand use.
- ✓ **Easy fast indexing**—Provision is made for returning quickly and easily to a decided portion of a recording. A fast forward speed—an exclusive feature of the "SOUNDMIRROR"—permits reaching parts near the end of the recording quickly.
- ✓ **Thirty minute recording time**—The half-hour recording time provided by each reel of "Magic Ribbon" is ideal for school use—in the classroom, music department, or for special events.
- ✓ **Economy**—In addition to the reasonable first price of the "SOUNDMIRROR" itself, the economy of the "Magic Ribbon" recording tape is important to the school budget. "Magic Ribbon" can be saved and replayed indefinitely without deterioration but when no longer required, can be used to make a new recording without additional cost.
- ✓ **Adaptability**—The "SOUNDMIRROR" can be connected directly to a radio receiver for recording good music and educational program material directly from the air. It can be connected to the school sound system for replaying programs throughout the building.

Ask your local dealer for a demonstration of the

## "SOUNDMIRROR"

Magic Ribbon School Recorder

or write The Brush Development Company, 3405 Perkins Avenue, Cleveland 14, Ohio

### FOREIGN LANGUAGE

quick recognition of word sound and usage



### ORCHESTRA AND BAND

recording concerts and practice sessions for study



### POLITICAL AND HISTORY

dramatized commentaries and current events



### SCHOOL EXERCISES

special school events and educational addresses





*the new...improved*

# SOUNDMIRROR\*

with amazing "Magic Ribbon"

**Priced right for your school budget!**



Available in convenient portable unit  
or in finished wood cabinet model at the  
same price—only \$229.50!

*Brush... First in Magnetic Recording*

\*Trade Mark Reg.

SPEECH STUDY	MUSIC APPRECIATION	DRAMA STUDY	DISCUSSION GROUPS
correction of speech defects	building musical and vocal libraries for study	classroom programs and elocution training	School society meetings and social and civic studies

# NAMES IN THE NEWS

## SUPERINTENDENTS...

**Clarence E. Hinchey**, formerly principal of Nott Terrace High School, has succeeded **J. Harry Adams** as deputy supervisor of schools in Schenectady, N.Y.

**George H. Sawyer** has retired as superintendent of schools at Osage, Iowa. He served the public schools of Osage, his home town, for fifty-one years, forty-seven as superintendent.

**Dr. Vierling Kersey**, former superintendent of Los Angeles city schools, is the new principal of Belmont High School in Los Angeles. Dr. Kersey also will serve as educational adviser to the new superintendent, **Dr. Alexander J. Stoddard**, until next January 31, the original termination date of his contract as superintendent.

**John M. Boyet** of Baton Rouge, La., is the new superintendent of schools at Monroe, La., succeeding **E. L. Neville**, who is retiring after forty-seven years as head of the Monroe schools. Mr. Boyet had been state supervisor of materials of instruction since 1940.

**Russel J. Mourer**, former superintendent of schools at Missouri Valley, Iowa, is the new superintendent of schools at Council Bluffs, Iowa. He succeeds **G. W. Kirn**, who resigned to accept a position with an insurance company.

**L. J. Botleman**, superintendent of schools at Trinidad, Colo., for the last six years, has resigned to become dean of the department of education at Arizona State College, Flagstaff.

**Millard C. Lefler** has retired after twenty-eight years as superintendent of schools in Lincoln, Neb. His forty-five years in educational work were spent in Nebraska.

**R. B. Carey**, formerly superintendent at Gering, Neb., is now superintendent of schools at Bellevue, Neb. His successor at Gering is **Russel M. Wilkie**, formerly superintendent at Minatare, Neb.

**L. W. Clark**, New Mexico's surplus property agent, has entered upon his new duties as superintendent of schools at Capitan, N.M.

**Russell L. Isbister**, former high school principal at Center Line, Mich., for

twenty years, has succeeded the late **Harry W. Miller** as Center Line superintendent. Last year Mr. Isbister was high school principal at River Rouge, Mich.

**Ralph C. Evans** is the new superintendent of schools in Clarke County, Iowa.

**W. L. Waggoner** has resigned as superintendent of the school at Cotton Center, Tex., to accept a position as principal of the New Deal High School in Lubbock County, Texas.

**Burrus E. Beard**, former superintendent of schools at Webster City, Iowa, has resigned to accept a business position.

**E. J. Hannum** is the new head of schools in Delaware County, Iowa. He formerly was superintendent of the consolidated schools at Lamont, Iowa.

**R. S. West**, former high school principal at Texico, N.M., is now superintendent of schools at Roy, N.M.

**Earl F. Berkler** is the new superintendent of schools in Cherokee County, Iowa.

**William E. Kerr** has succeeded **Don Lemmon** as superintendent at Mosquero, N.M. Mr. Lemmon is now the elementary principal at Santa Rosa, N.M.

**M. M. Schell**, dean of the Washington Junior College, Washington, Iowa, for the last two years, is the new superintendent of the Washington public schools. He succeeds **W. A. Erbe**, who resigned to accept the principalship of the high school at Fort Dodge, Iowa.

**John E. Snyder**, principal at Groveland, Minn., for the last five years, now is superintendent of the consolidated schools at Wayzata, Minn. He succeeds **John A. Johnson**, who resigned to accept a position at Minnesota State Teachers College, Mankato.

**William F. Grant** is the new superintendent of schools at Harrison, N.J. He succeeds the late **John P. Murray**. **Martin F. Honan** was named the new assistant superintendent of schools at Harrison.

**Charles S. Owens** has been advanced from principal to assistant superintendent of schools at Gallup, N.M.

**R. A. Naffziger**, superintendent of

schools at Leon, Iowa, for the last three years, is the newly elected superintendent at Carroll, Iowa.

**Waino Nelmark**, formerly high school principal at Mabel, Minn., has accepted the position of superintendent of the Mabel schools. He succeeds **Arvid Hagberg**, who resigned this summer.

**B. E. Cross**, former principal at Cloudcroft, N.M., is the new superintendent at Lake Arthur, N.M.

**Ernest W. Barker**, director of elementary education at Council Bluffs, Iowa, for the last two years, is the new superintendent of schools in Pottawattamie County, Iowa.

**Otto Haslik** has been appointed superintendent in Butler County, Nebraska.

**Earl H. Place**, superintendent of schools in Reed City, Mich., for the last two years, is the new superintendent of schools in Tecumseh, Mich.

**P. L. Fjelsted**, superintendent of schools at Thief River Falls, Minn., for the last five years, is the new head of the public schools in Decorah, Iowa. He succeeds **Thomas R. Roberts**, who retired.

**J. A. Conway** is the new superintendent of schools at Reserve, N.M.

**C. E. Amen**, recently head of the department of education at Iowa Wesleyan College, is the new superintendent of schools in Henry County, Iowa.

**Robert B. Lunt** has resigned as superintendent of the school union of Rockland-Rockport, Me., to accept a similar position in Cape Elizabeth and Scarborough, Me.

Three assistant superintendents have been appointed at Dearborn, Mich. They are **Ray H. Adams**, in charge of secondary schools; **Herschel K. Bennett**, in charge of elementary and junior schools, and **A. D. Brainard**, continuing in charge of business services.

## SUPERVISING PRINCIPALS...

**George B. Inskip**, Biglerville, Pa., is the new supervising principal of the Fairfield joint school system, Fairfield, Pa.

**Von E. Mauger**, supervising principal  
(Continued on Page 104.)



NOW... A NEW, LIGHTER

*Filmosound*

with an amplifier that's not a midget!



- LIGHTER IN WEIGHT BY MANY POUNDS...
- LOWER IN COST BY MANY DOLLARS...
- WITHOUT SACRIFICE OF SOUND VOLUME OR OF THE BELL & HOWELL QUALITY AND FEATURES FOR WHICH FILMOSOUNDS HAVE LONG BEEN PREFERRED IN SCHOOLS

**Easy to Carry.** The reduced weight is distributed between two cases.

**Easy to Set Up.** Cables and wires can only be connected correctly.

**Easy to Operate.** A traditional Filmosound advantage.

**Brilliant, Steady, Flickerless Pictures.** 1000-watt or

750-watt illumination. Time-tested, highly perfected B&H optical system and film movement and shutter mechanisms.

**Natural Sound.** New amplifier, offering double the output of midget types, has frequency range from 50 to 7000 cycles. Case absorbs mechanism sounds.

**Complete Film Protection.** B&H "floating film" construction and other time-proved safeguards.

**Versatile.** Projects silent films, too. Stops for "still" projection; reverses to run film back for review.

**Lifetime Guarantee** by the world's largest manufacturer of professional motion picture equipment.



Bell & Howell Company is using portions of its advertisements in such publications as Saturday Evening Post, Life, National Geographic, and Holiday to help impress the public with the urgency of making the teaching profession more attractive to qualified men and women.

Bell & Howell Company, 7155 McCormick Road, Chicago 45. Branches in New York, Hollywood, Washington, D. C., and London.

Precision-Made by

**Bell & Howell**

Since 1907 the Largest Manufacturer of Professional Motion Picture Equipment for Hollywood and the World

# NEWS IN REVIEW

*Association Checks Comics Magazines . . . Parents Request More Homework for Children . . . U.S. to Exchange Teachers With the Communists . . . Another Top Education Job in Washington Vacant*

## Comics Publishers Seek Quick Compliance With Code

NEW YORK.—The Association of Comics Magazine Publishers, Inc. has notified fourteen publishers who have subscribed, to the industry's code of ethics to submit copies of all their publications immediately for critical review.

The code for self-regulation on such matters as sex, crime, divorce, use of vulgar and obscene language, and racial and religious problems was made public last July.

Phil Keenan, association president, said that as soon as possible the association's seal indicating compliance with the code will appear on all participating publications.

Henry E. Schultz, executive director of the association, will supervise the job of inspecting publications. He is now working with a group of leaders in education and will soon announce a list of official advisers to the comics magazine industry. The advisory group will work with him in establishing standards.

Since production of comic magazines is scheduled months in advance, Schultz said, the new regulatory machinery must begin functioning promptly so the results of the new program may be reflected soon on the newstands.

## Top Position in Education Office Hard to Fill

WASHINGTON, D.C.—Efforts to find a new U.S. Commissioner of Education before the November elections have virtually stopped.

Federal Security Administrator Ewing revealed that he had offered the post to three superintendents of schools, William Lemmel of Baltimore; Kenneth Oberholtzer of Denver, and Willard Goslin of Pasadena. All three have turned down the offer.

Aides of Mr. Ewing say that at least

four factors have deterred other educators who have been approached from accepting the post: the comparatively low salary (\$10,000) which the education commissioners pay; the housing shortage in Washington; the uncertainty of the presidential elections and the prospect of a turnover in administration, and the danger that any "liberal" educator might come under the eye of Congressional committees searching for "subversive elements" in government.

## School of Education Replaces Departmental Plan

CHAPEL HILL, N.C. — A school of education has replaced the departmental plan at the University of North Carolina. The new dean is Guy B. Phillips, a member of the university's staff since 1936 in various capacities, including director of summer session, executive officer of the War College, and director of admissions. Previously he had been a superintendent, a high school principal, a coach and a teacher in North Carolina.

The change in organization was made following the study of a special committee of deans and faculty members. Its report proposed that the change to a school of education would bring better results in a comprehensive program of teacher education, would increase research activities and facilities and could be the means of a well articulated program of educational services for the schools of the state.

Dr. W. Carson Ryan, who had been head of the department since 1940, is now on leave of absence as Kenan Professor to engage in a special educational project.



G. B. Phillips

## Approve Teacher Exchange With Communist Countries

WASHINGTON, D.C.—The United States will not avoid student and teacher exchanges with Communist-dominated countries. In fact, it should try to find ways to promote educational exchanges between East and West.

Such is the first major decision of the Advisory Commission on Educational Exchange. The group, which consists of educators not connected with the federal government, met for its first meeting in Washington in September. Its members were appointed by President Truman under the Information and Educational Exchange Act of 1948.

Exchanges between East and West are complicated by the fact that teachers and students from totalitarian countries coming to this country may wish to remain here as political refugees on the argument that it would be unsafe for them to go back home.

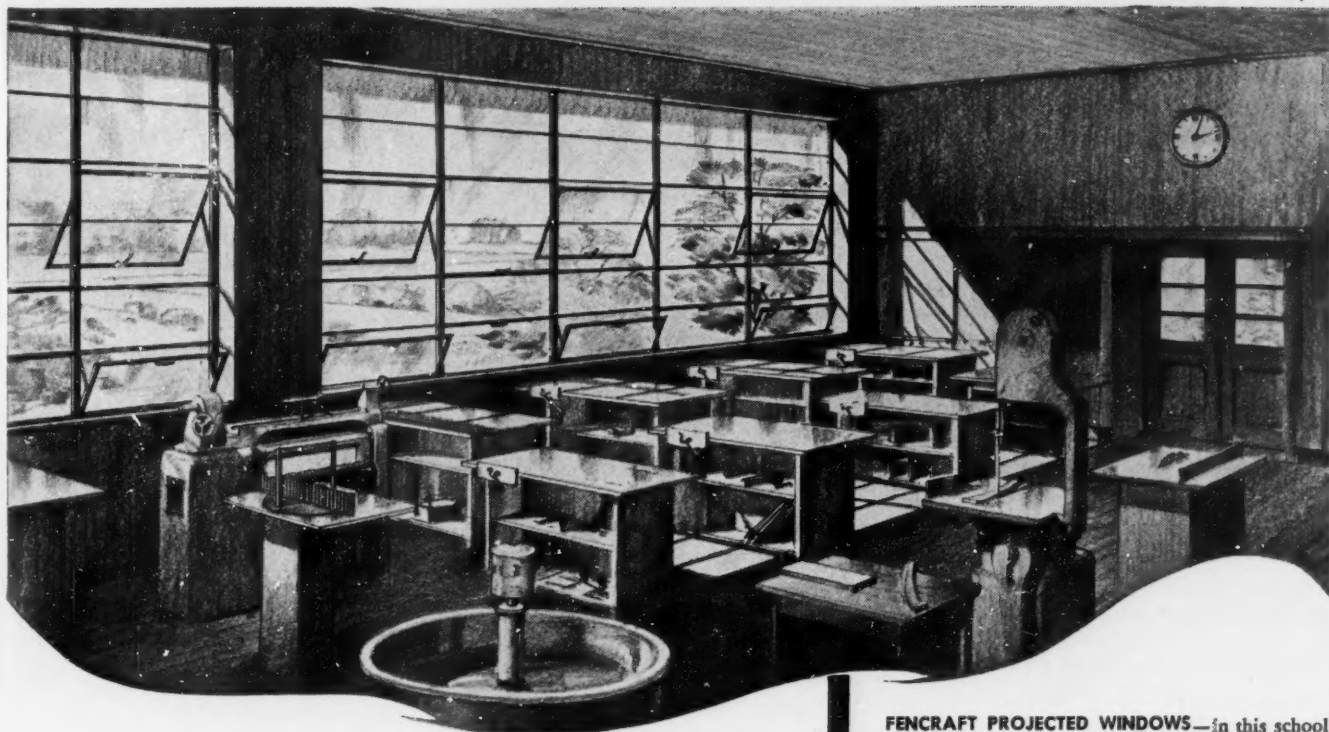
## More Homework, Stricter Studies in Parents Committee Crusade

WASHINGTON, D.C.—The entire national capital area is being swept by a parent unrest accompanied by a demand that schools "return to the 3 R's and other fundamentals."

Bowing to the insistence of newspaper editorials and highly publicized speeches by businessmen, the District of Columbia board of education ordered that American history shall be studied for three semesters by all high school students, instead of for two semesters.

The third semester will be devoted to a detailed study of the Constitution and the federal and local governments. The new course will be required of all students before graduation.

Agitation from parents for other "basic studies" is so great that the *Washington Star*, a leading local newspaper, devoted nearly all its editorial



**FENCRAFT PROJECTED WINDOWS**—in this school shop, standard units of Type 418 are combined to form a window wall for excellent daylighting and ventilation—as well as view. Open-out vents act as weather-protecting canopies over openings. Open-in vents deflect air upward, shed water outside. Horizontal lines are especially suited to low, wide buildings.

**Get MORE DAYLIGHT . . . .**

**BETTER VENTILATION . . . *The Economical Way!***

We won't dwell on the benefits of larger window areas for better daylighting and ventilation. You see evidence of their acceptance in new schools all over the country.

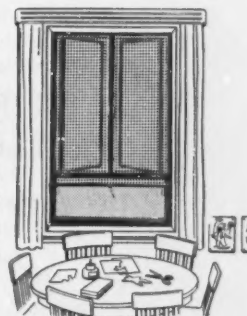
But a word on costs . . . to get larger window areas with maximum savings, combine *standard window units* into window walls.

Fenestra Fenecraft Windows are ideal for this. They're Fenestra quality in every respect—designed for correct fresh-air ventilation—made right for permanently easy operation. Yet standardization of types and sizes has resulted in manufacturing economies that mean lower first cost. Installation economies, too—for it permits co-ordination of window dimensions with those of commonly-used wall materials.

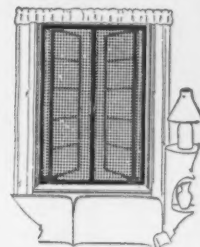
There's a wide range to choose from. Three popular groups—Projected, Casement and Combination, each in many types and sizes—provide windows that are *right* for every school need.

Fenecraft Windows are made by America's oldest and largest manufacturer of steel windows. They're durable—being steel, they can't warp, shrink or rot. Better appearance. Lower maintenance. For full information, mail the coupon.

**FENCRAFT COMBINATION WINDOW**—generous fresh-air ventilation. Swing leaves deflect breezes into the room. In-tilting sill vent protects against drafts. Both sides easily and safely washed from inside.



**FENCRAFT CASEMENT WINDOW**—safe washing on outside, from inside. Easy to operate. Interchangeable inside screens, protected from outside dirt.



# Fenestra

**FENCRAFT INTERMEDIATE STEEL WINDOWS**

CASEMENT      PROJECTED      COMBINATION

Detroit Steel Products Company,  
Dept. NS-10,  
2257 East Grand Blvd.,  
Detroit 11, Michigan

Please send me data on types and sizes of the new Fenecraft family of Fenestra Windows:

Name \_\_\_\_\_  
Company \_\_\_\_\_  
Address \_\_\_\_\_



## NEWS...

page one day in September to this topic. Letters from parents urged elimination of "play-and-project" activities in public schools.

In nearby Montgomery County, where Washington's overflow population lives, taxpayers organized a Parents Committee for Curriculum Improvement. In a series of mass meetings, protesting progressive ideas in schools, the Parents Committee called upon teachers to cease treating children as "behavioristic, psychiatric guinea pigs." It also insisted that frills be thrown out of the curriculum; that children be assigned more home work, and that social studies be broken up into individual subjects of history, geography and civics.

### Research, Study Topics Announced by U.S. Office

WASHINGTON, D.C.—Here is an advance check list of studies and research bulletins now in preparation by Federal Office of Education specialists. Most of these documents will be off the press before the end of this year.

"Working With Parents" will deal

with methods for utilizing citizens in school improvement programs.

"Crippled Children in Schools" will highlight some current methods of education of exceptional children.

"Post Graduate Education in High Schools" will describe selected illustrations of post high school provisions for veterans and other young adults.

"Fourteen Questions on Elementary School Organization" will deal with state, county and city setups and will be answered by the entire staff of the Elementary Education Division of the Office of Education.

"Broadening Services of Small High Schools" will describe newer trends in rural secondary education.

"Education for Freedom" will deal with legal responsibilities of state and local school systems to teach citizenship.

"Finance Accounting in Public Schools" will propose standardized methods for record keeping in public school systems.

In addition, U.S. Office of Education experts are completing bulletins on education in Panama, Bolivia and Venezuela.

### Norton Resigns From Council of Chief State School Officers

WASHINGTON, D.C.—Another top education job in Washington will become vacant soon—and probably will remain hard to fill.

E. B. Norton, who last month became executive secretary of the newly created Washington headquarters of the Chief State School Officers, will resign this December. He has accepted the presidency of the Alabama State Teachers College at Florence.

"I am convinced that the Council of the Chief State School Officers will become one of the most important national education groups in the country," Mr. Norton told THE NATION'S SCHOOLS.

"However, I am equally convinced that a state teacher training institution must not be refused when it has a need for leadership."

The position Mr. Norton will vacate in Washington pays \$12,000 a year. It entails travel in all parts of the country and familiarity with problems of state departments of education.

### Would Coordinate Out-School, In-School Contacts

WASHINGTON, D.C.—The counselors who are responsible for coordinating guidance services in a school should also maintain all school contacts with outside agencies.

This is the opinion of the National Conference of State Supervisors of Guidance Services, which held its eighth annual meeting in Washington.

The conference recommended that one individual in the school, rather than various staff members, should deal with agencies providing health, psychological placement and recreational services for students.

"Since the counselor has easiest access to information about all pupils in the school, it is desirable that only he handle relationships with outside agencies, organizations and individuals," the conference urged.

### Basketball Clinic, May Day Unite Two-Town School District

CRIPPLE CREEK, COLO.—Public relations is a major activity here, where the school district includes two towns. Supt. Leslie Wilkinson serves as the administrative officer for a joint school board including currently two members from Victor and three from Cripple Creek. The public relations program is



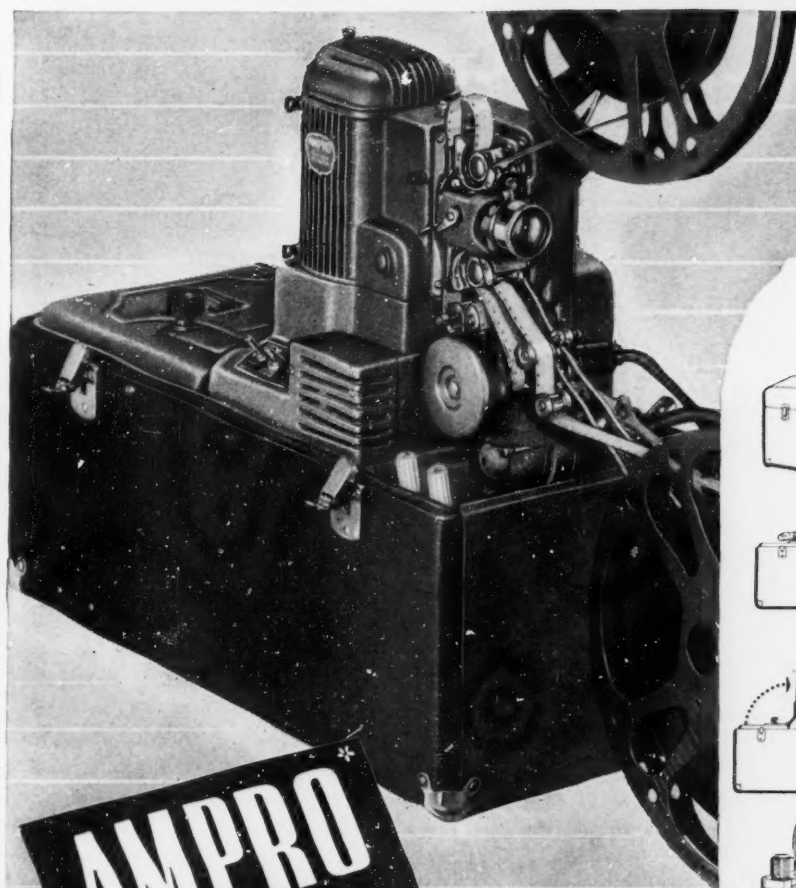
• In Continental Chain Link you have the only fence made of rust-resistant KONIK metal. Continental KONIK—containing copper, nickel and chromium, gives this fence greater strength . . . extra elasticity. It provides "clear through" rust resistance. And, a special Continental galvanizing process adds a uniform coating of protective zinc to the already superior KONIK metal. Only in Continental Chain Link do you get permanent protection of property at such low cost per year of fence life. Provide greater safety for school children with Continental Chain Link fence. Contact our nearest representative or call Continental Steel Corporation at Kokomo, Indiana.



**CONTINENTAL  
STEEL CORPORATION**

PRODUCERS OF Manufacturer's Wire in many sizes, shapes, tempers and finishes, including Galvanized, KODITE, Flame-Sealed, Coppered, Tinned, Annealed, Liquid Finished, Bright, Lead Coated, and special wire. ALSO, Coated and Uncoated Steel Sheet, Nail, Continental Chain Link Fence and other products.

# this *new* kind of PORTABLE Projector



for 16mm. sound  
pictures offers you  
these 4 big features

The Ampro Compact has been built for those who need a portable, single-case quality projector at a popular price. It is a *basically new* type of portable projector which brings you:

## 1. New Amazingly Compact One-Case Unit

A complete full size 16mm. sound picture projection outfit—including projector, amplifier, detachable 8" speaker and cord, plus room for extra 400' reel and film—all in one portable case. Measures only 15" x 21½" x 9¾". Speaker can be instantly removed and set up near screen for best sound reproduction.

## 2. New Remarkably Quick Set-Up

Through new, counterbalancing mechanism, projector swings up into operating position in one easy movement. Permanently attached reel arms swing quickly into position—and in less than ten seconds the Ampro Compact is ready to thread, connect and operate.

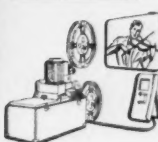
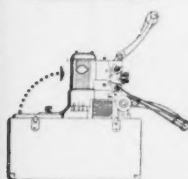
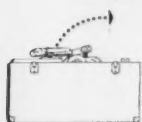
## 3. Full Professional Quality Projection

The many Ampro quality features, tested in thousands of projectors over many years and through millions of performances, are fully maintained. Not a new untried unit—but rather an ingenious adaptation of a proven 16mm. sound projector. Unusually quiet-running.

**4. 100% Availability for Quick Servicing...** The entire chassis of the Ampro Compact can be removed quickly and easily from the case. This is the only portable one-case 16mm. sound projector that offers 100% convenient availability for both mechanical and electrical servicing.

## Plus New Lower Price and many other new features

Including a new free flow streamlined cooling system—and special cushioning to protect projector mechanism against shocks. An ideal unit for both silent and sound projection for moderate sized audiences where compactness, ease of set-up, portability, quality of projection, are important factors.



**AMPRO  
COMPACT**



TRADE MARK REG. U.S. PAT. OFF.

## Send for Booklets

Mail coupon for full details on the new Ampro Compact. Also send 10c for interesting booklet "The Amazing Story of 16mm. Sound Motion Pictures" (the illustrated story of how sound pictures are made and projected)—and FREE copy of "A New Tool for Teaching" (the story of sound films in the classroom)—These informative booklets will be mailed to you postpaid.



AMPRO CORPORATION, 2835 N. Western Ave.,  
Chicago 18, Ill.

Please send me full details and price of the new Ampro Compact Projector.

- ☐ I enclose 10c for a copy of the illustrated booklet, "The Amazing Story of 16mm. Sound Motion Pictures."
- ☐ Also send FREE copy of "A New Tool for Teaching."

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

The AMPRO CORPORATION • CHICAGO 18, ILL. • A GENERAL PRECISION EQUIPMENT CORPORATION SUBSIDIARY

## NEWS...

planned and promoted through a district administrative council including the superintendent, the principals, the officers of the two P.T.A.'s. and the chairmen of several committees.

The council meets once a month during the school year to hear reports, make new plans, and recommend policies. Among special events that have been especially appreciated by the community has been the basketball clinic for parents and team members and the May Day exhibit and open house.

### Educators to Advise U.S. Military Government

WASHINGTON, D.C.—The American Council on Education will select an educators' committee to serve the United States Military Government in occupied countries.

The advisers will be asked to stimulate public interest in the educational programs of Germany and Japan, to encourage sponsorship of visits of foreign educational leaders, and to select experts to go abroad.

Executive director and secretary of the committee will be Harold E. Snyder, who has served as director of the Commission on International Educational Reconstruction.

A \$25,000 grant from the Rockefeller Foundation will meet the group's expenses this year.

### School Executive Named to Air Coordinating Committee

WASHINGTON, D.C. — A school executive will sit on the President's Air Coordinating Committee "to advise on educational problems touching civil and military aviation affairs."

He is H. B. Bruner, former superintendent of schools in Oklahoma City, Okla., but now of Minneapolis. Mr. Bruner has long been interested in aviation education. He was named to the post on recommendation of the American Association of School Administrators.

The President's Air Coordinating Committee outlines federal policy on aviation problems, especially those affecting mixed civil-military aviation questions.

Among Mr. Bruner's first jobs probably will be the following:

(1) Checking on needs of industry for trained aviation workers, to see if any serious shortages are likely to develop in the future.

(2) Evaluating adequacy of aviation education in the schools.

(3) Suggesting ways to acquaint the public with the work of the International Civil Aviation Organization, an affiliate of the United Nations.

### White Collar Vocabulary Hinders Educational Methods

WASHINGTON, D.C. — Success in American schools today goes to the boy or girl who can handle middle-class words with ease. Educability today means nothing more than growth in the facility to use a white collar vocabulary.

A learned treatise was built around this theme by Dr. Ralph Tyler, University of Chicago, in his address before the 100th convention of the American Society for the Advancement of Science.

Dr. Tyler said that lower-class children have trouble in school only because they are not facile in using words required by teachers—which are primarily "middle-class words."

"The tendency of the schools to capitalize solely on verbal abilities does

## Announcing THE MICROSCOPE YOU ENCOURAGED US TO DESIGN

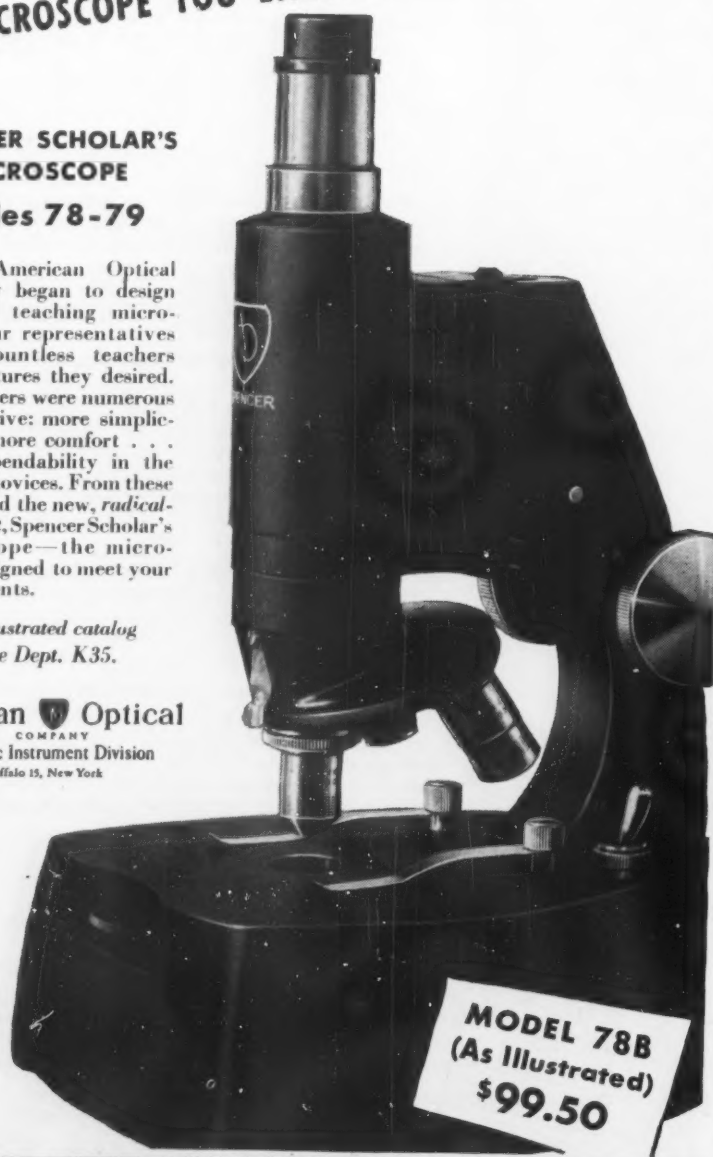
### SPENCER SCHOLAR'S MICROSCOPE

#### Series 78-79

Before American Optical Company began to design an ideal teaching microscope, our representatives asked countless teachers what features they desired. The answers were numerous and positive: more simplicity . . . more comfort . . . more dependability in the hands of novices. From these we evolved the new, *radically different*, Spencer Scholar's Microscope—the microscope designed to meet your requirements.

For illustrated catalog  
write Dept. K35.

American Optical  
COMPANY  
Scientific Instrument Division  
Buffalo 15, New York

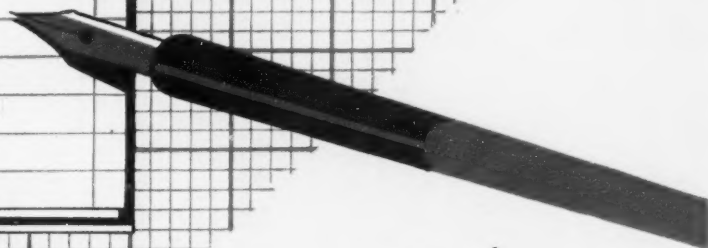


Manufacturers of the **SPENCER** Scientific Instruments





*Brighter  
class-  
rooms  
make  
brighter  
students.*



**OPTICALLY ENGINEERED** for better classroom work

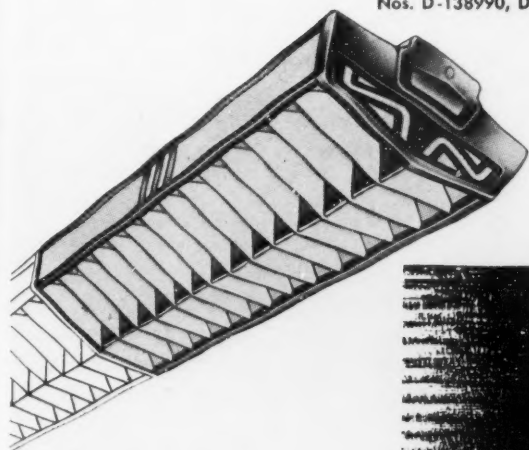
Good visibility greatly lightens the teacher's burden. Pupils learn faster—and everybody feels more cheerful when it's easy to see.

But lighting quantity is not enough. It's quality that counts in school work: the even distribution of light and freedom from glare; sturdy construction and simple maintenance. Day-Brite fluorescent fixtures are optically engineered for ideal classroom vision. May we send Bulletin 50-C-1 with full details?

The **VIZ-AID** for surface or suspension mounting . . . unit or continuous installation. Designed for two 40- or two 100-watt lamps. U. S. Patent Nos. D-138990, D-143641 and 2411952.

Day-Brite Lighting, Inc., 5451 Bulwer Avenue, St. Louis 7, Mo.  
Nationally distributed through leading electrical supply houses.

In Canada:  
address all inquiries to Amalgamated Electric Corp., Ltd., Toronto 6, Ontario



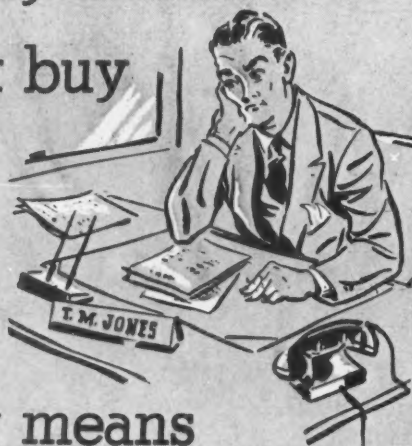
024

IT'S EASY TO SEE WHEN IT'S

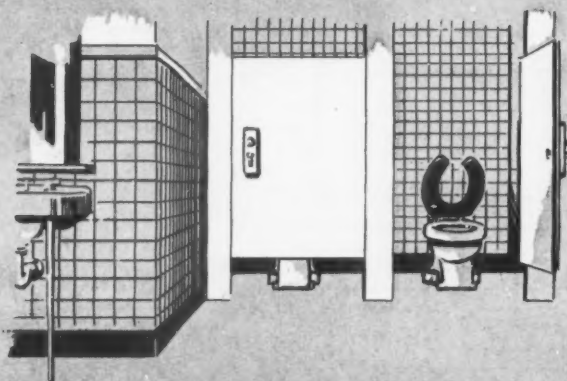
**DAY-BRITE**

*Lighting*

Economy rarely means  
the cheapest buy



Economy means  
quality that lasts



Install Church Mol-Tex Seats  
and forget replacement costs



Church Mol-Tex Seats cost little more to buy—much less to own. Their first cost is the last, because they're indestructible, non-inflammable, impervious to moisture, easy to keep clean, Black or white; sizes and shapes to fit all bowls. Available at better plumbing stores everywhere.

No. 8100 Church Mol-Tex Self-Raising Seat. Concealed spring hinge automatically keeps seat in raised position when not in use.

**Church Seats**  
"THE BEST SEAT IN THE HOUSE"

C. F. CHURCH MFG. CO.  
HOLYOKE, MASS.

Division of  
AMERICAN RADIATOR & Standard Sanitary  
CORPORATION

Serving home and industry — AMERICAN STANDARD • AMERICAN BLOWER  
CHURCH SEATS • DETROIT LUBRICATOR • KEWANE BOILER • ROSS HEATER • TONAWANDA IRON

## NEWS...

not take into account what could be gained by a more adequate education of persons who have other talents," Dr. Tyler said.

"If the schools used a wider range of media of communication we should find many persons more educable than now seems true, because we should have more avenues for communicating with them and more avenues of expression by which they may demonstrate their learning," Dr. Tyler continued. He urged wider use of pictures, diagrams, motion pictures, radio and other auditory materials.

He also said that schools do not educate all those who can be educated because the texts used in schools are usually written by "white collar workers."

"Schoolbooks do not deal with homes as they are known by the large percentage of American children. They treat of business, industry, politics and the professions largely in terms of the white collar participant, rather than in terms which would be most understandable to a large fraction of the children," Dr. Tyler declared.

### All Superintendents to Receive Office of Education Periodical

WASHINGTON, D.C. — Under a new policy, the Office of Education will provide a free copy of *School Life*, its official publication, to every school superintendent. Free circulation is being increased to 30,000. News-style treatment for most of its sixteen pages will report up-to-date research, highlights of addresses and summaries of bulletins. While focusing chiefly upon information and publications, the magazine also will present special supplements on educational phases of the work of other governmental agencies, such as national defense, atomic energy, UNESCO, Department of State and the Library of Congress.

### Arkansas Reorganization Vote Near

WASHINGTON, D.C.—Much new legislation to promote reorganization of school districts will be enacted in several states during 1949, according to predictions by the National Commission on School District Reorganization. Arkansas will vote at its general election in November on a statewide reorganization plan, similar to the proposal that lost by only 1300 votes in a general election two years ago. The

quiet as



soaring wings

A specific problem of silent door closing is best solved by those who long ago mastered the principle.

### Specify Rixson

FLOOR CHECKS — OVERHEAD  
DOOR CLOSERS — DOOR HOLDERS  
SPECIAL HINGES — CASEMENT  
AND TRANSOM HARDWARE



ATLANTA ..... Walter S. Johnson  
917 St. Charles Ave. Tel. Vernon 4725

CANADA .....  
The Richards-Wilcox Canadian Co., Ltd.,  
London, Ont. Tel. Fairmont 2800

LOS ANGELES ..... George E. Tupper  
324 East 3rd St. Tel. Michigan 5578

NEW YORK ..... Fred G. MacKenzie  
107 Reade St. Tel. Barclay 7-6852

PHILADELPHIA ..... G. Norris Williams  
211 Greenwood Ave. Wyncote, Pa.  
Tel. Ogontz 1929

PORTLAND, ORE. .... W. N. Browning  
529 Henry Bldg. Tel. Atwater 5839

SEATTLE ..... E. R. Spragg  
4012 East 38th St. Tel. Kenwood 7605

WASHINGTON, D. C. .... L. J. Falt  
312 N. George Mason Dr., Arlington, Va.  
Tel. Chestnut 8956

Special problems will receive prompt attention from the Rixson engineering and designing departments.



**The Oscar C. Rixson Company**  
4450 Carroll Avenue • Chicago 24, Illinois  
Telephone MANSfield 6-5050 • Established 1900



## NEWS...

proposed act would abolish school districts having fewer than 350 persons on its 6 to 18 year old census and place them in a county district. State and county committees are now at work on reorganization in California, Idaho, Illinois, Minnesota, Missouri, North Dakota and Wyoming.

### Standards for School Bus Driver Selection Needed, Says N.E.A.

JACKSON'S MILL, W.VA. —The next great step in making school transpor-

tation safer is to set up standards for school bus driver selection and training, according to Robert W. Eaves, N.E.A.'s safety expert.

Mr. Eaves announced that a national conference here this month will draw up such standards for national adoption. It will then be up to the individual states to decide what further steps to take in this field.

Up to now, school transportation experts have concentrated their efforts on building safety into the school bus, Mr.

Eaves said. But since the number of pupils to be transported may soon rise from 6,000,000 to 10,000,000 (because of school consolidations), it is time to consider how to make the driver safer.

Mr. Eaves said that the state with the most lenient school bus driver qualifications, South Carolina, requires only that the prospective driver shall be 14 years of age. In another state, a man who was fired from a grocery store because of poor eyesight was hired the next week as a school bus driver.

But there are several states whose laws require school bus drivers to have good health and character, long experience, good driving records, training and knowledge of motor vehicle maintenance.

Other program topics for the N.E.A. meeting are: codes for safety, problems of purchasing, questions of insurance and successful procedures in operation and maintenance.

### Aged, Blind Benefits Higher Than for Needy Children

WASHINGTON, D.C.—The needy child should get as much federal-state financial help as does the aged or blind person.

Today, however, old-age assistance and aid-to-the-blind are in a favored position, an advisory committee on social security reported to President Truman last month. The group, headed by Edward R. Stettinius Jr., has been reviewing all phases of the 13 year old social security program.

The Stettinius committee found that the federal government contributes an average of \$19 a month to a typical dependent aged person, compared with \$6.92 per person to dependent children.

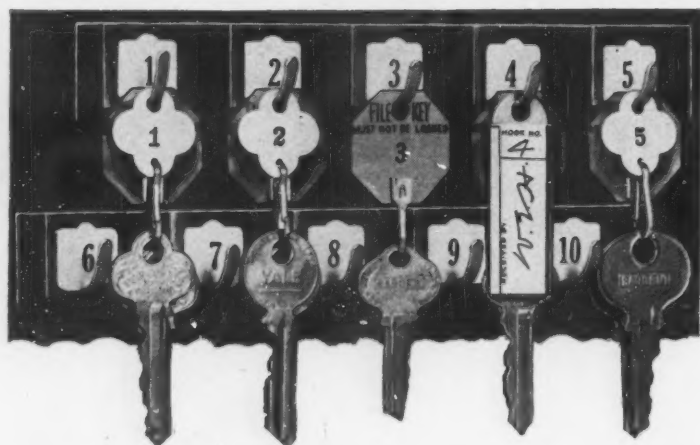
The committee said that more than 1,000,000 children under 18 years of age are receiving help through federal and state programs because one or both parents are dead, absent from the home or incapacitated.

### Professors of Administration to Publish Reports

MADISON, WIS.—Approximately thirty states and fifty colleges and universities were represented by registrations at the second annual meeting of the National Conference of Professors of Educational Administration at the University of Wisconsin, August 29 to September 4.

## Visible Index Key Control System

A COMPLETE SYSTEM FOR CARE OF KEYS



Here's a Key Control System that is no ordinary system. Designed for control, for quick filing and instant finding of all keys . . . your guarantee of SECURITY, CONVENIENCE and PRIVACY. Widely used throughout schools, institutions, hospitals, industry, government, transportation, communications, housing . . . wherever keys are used.

#### NO LOCK MAINTENANCE EXPENSE

This protective maintenance equipment eliminates expensive and too often unnecessary repairs and replacements of keys and locks.

#### PATTERN KEY

The heart of the system is the reserve pattern key which is never loaned. Duplicate keys are made from this key which prevents permanent damage to expensive lock equipment.

A Quarter Century of Experience in Key Control Indexing

#### VISIBLE — ACCESSIBLE — CONVENIENT

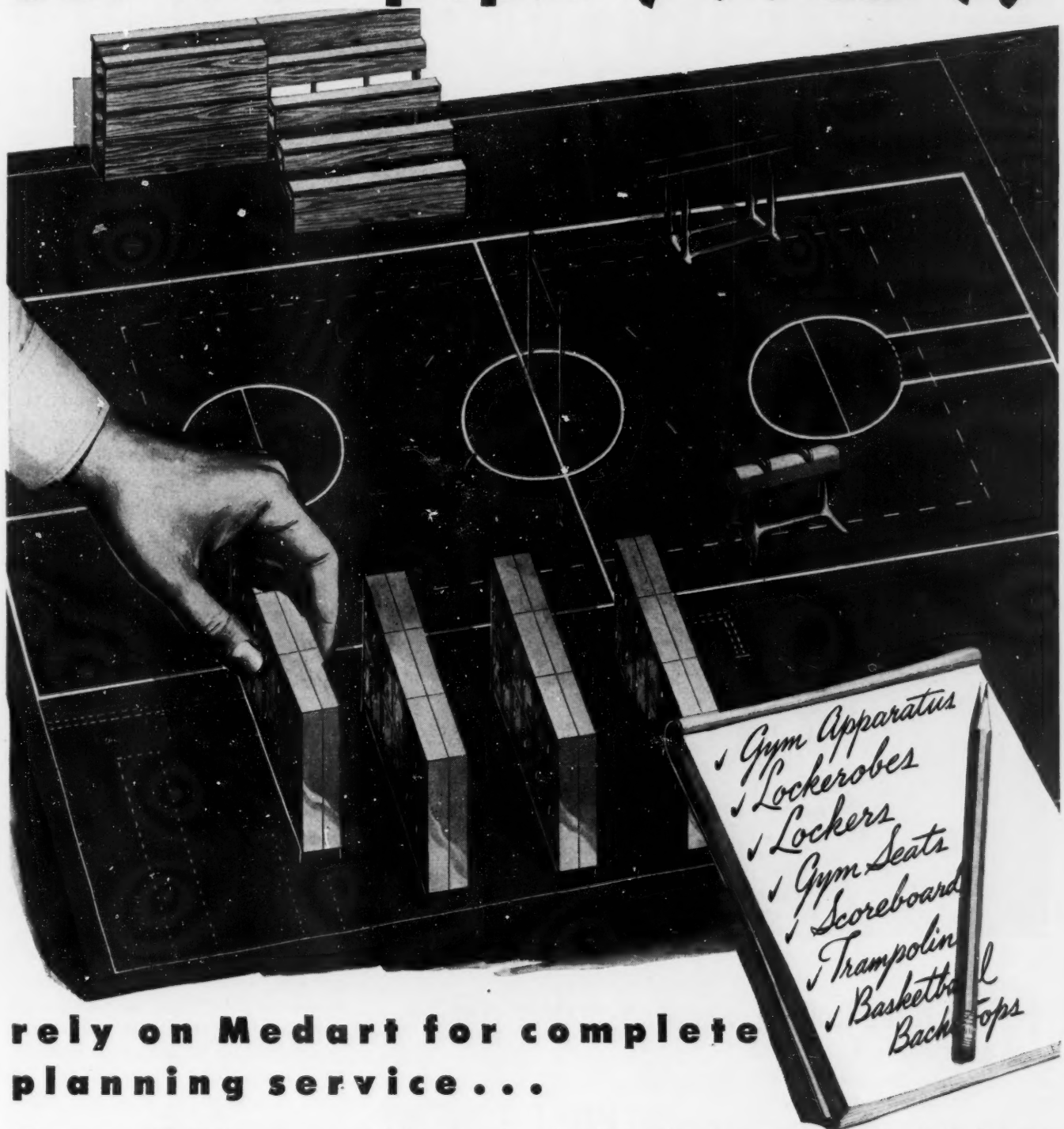
By looking at the above illustration, a portion of a System panel, it can be seen at a glance that the keys are competently organized, accessible for instant finding and easy to return to the panel. You will be surprised how helpful it will be.

Write today for complete information

**P. O. MOORE, Inc.** 300 FOURTH AVE. NEW YORK 10, N.Y.



# Get it on paper ***FIRST!***



## rely on Medart for complete planning service...

Whatever type installation you are considering, consult Medart engineers first... for honest, unbiased analysis of your installation problems. The use of Medart planning and engineering facilities entails no cost or obligation on your part. Yet the savings... in actual installation costs... and in arriving at the proper kind of

installation based on your architectural requirements... are apt to be considerable! Yes... it costs no more... and results are sure, if you put it on paper, *first!* And remember! Over 75 years of serving the nation's schools has given Medart unquestioned leadership in the field of locker room, gym and physical educational equipment.

**f m**

**FRED MEDART PRODUCTS, INC.**

3535 DEKALB STREET

ST. LOUIS 18, MISSOURI

LEADERS FOR OVER 75 YEARS IN THE MANUFACTURE OF SCHOOL EQUIPMENT

## NEWS...

Organized as a work conference, the procedures followed somewhat the same pattern as the meeting last year at Endicott, N.Y. The findings and the reports of the various committees will eventually be published in a bulletin.

### New Drug for School Health

WASHINGTON, D.C.—Athlete's foot, which afflicts half the nation's school children, may soon be wiped out. The American Chemical Society announces that a new, potent chemical has been

developed which kills the fungi responsible for athlete's foot.

The product, called echridine, is so powerful that it has proved effective against fungi even when diluted to a strength of one part in 150,000. Echridine may also be used to control ringworm of the scalp, another common children's affliction.

Still in the laboratory stage, echridine may be placed on the market within the next twelve months, chemists predict.

### "Life Adjustment" Curriculum

WASHINGTON, D.C.—The National Commission for Life Adjustment Education is looking for high schools in various parts of the country willing to experiment with a proposed "life adjustment" curriculum. To date, the commission has not yet found them.

The commission was created under the Prosser Resolution which called for down-to-earth secondary school programs for youths who do not plan to go to college or to enter trade training.

At a meeting held in June, at its U.S. Office of Education headquarters, the commission decided to request a dozen state departments of education to appoint state steering committees to search for "cooperating schools." Representatives of these would-be cooperating schools are to assemble in Washington October 11 to map plans for introducing "life adjustment" education programs in their curriculums.

The commission's long-term aim is to revise the secondary education program, so that courses which do not meet students' needs will be abandoned. Instead, the curriculum would be changed so as to include large doses of work-experience, guidance, training for family life, and citizenship, consumer and leisure-time education.

### School Bus Bulletin Issued

WASHINGTON, D.C.—"School Bus Maintenance," a guide to assist school administrators in planning and improving bus maintenance programs, has been published by the Office of Education, Federal Security Agency. Based on practical experience in pupil transportation, the guide outlines procedures and standards and furnishes recommendations on personnel, garage facilities, and garage equipment. Copies of the bulletin may be obtained for 15 cents each from the superintendent of documents, United States Government Printing Office, Washington 25, D.C.

### Own Grounds for Driver Training

DETROIT.—Another high school in Detroit, the automobile capital of the world, will have a driver-training area on its own grounds this year. The program developed at Pershing High School the past few years is being expanded to include Mackenzie High School. Local manufacturers will supply new cars of several different makes to Mackenzie and also will replace the cars Pershing used last year.



## Du Pont "Tontine" reduces eye-straining glare

Students do better work . . . can see better . . . when eye-straining glare is removed. That's why more and more schools are using Du Pont "Tontine"® Shade Cloth. It lets light in—keeps glare out.

Window shades of "Tontine" are economical, too. They won't crack, fray or pinhole. Can be washed as often as necessary. Ask your shade dealer about Du Pont "Tontine." It will save you time, trouble and money. E. I. du Pont de Nemours & Co. (Inc.), "Tontine" Sales, Newburgh, N. Y.

**DU PONT TONTINE**

REG. U.S. PAT. OFF.

**WASHABLE WINDOW SHADE CLOTH**

**LOOKS BETTER LONGER**



REG. U.S. PAT. OFF.

**BETTER THINGS FOR BETTER LIVING  
... THROUGH CHEMISTRY**

"TONTINE" is Du Pont's registered trade mark for its washable window shade cloth.





# A New IBM Electric Time System

- with electronic self-regulation
- installed without special clock wiring
- operating from regular AC power supply

**IBM Master Time  
and Program Control,  
through Electronics,**



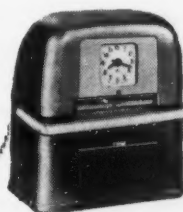
**Supervises:**



**Clocks**



**Signals**



**Time Recorders**



A new Electric Time System in which indicating clocks are connected directly to the regular AC current supply and are self-regulated electronically, ALL WITHOUT SPECIAL CLOCK WIRING, has been developed by IBM.

In any building which has 110-volt, 60-cycle, supervised alternating current, IBM synchronous motor indicating clocks can be connected to a regular wall plug or light socket outlet. Once an hour each clock is checked individually and regulated automatically for uniformity with system time.

Another feature of the new system is automatic signaling without special signal wiring. Self-regulating minute impulse recording units—Attendance Time and Job Cost Recorders, Time Stamps—are operated through an adapter unit.

For information on this new, flexible, economical Electric Time System, write to the address below.

# IBM

## TIME RECORDERS AND ELECTRIC TIME SYSTEMS

Proof Machines • Electric Punched Card Accounting Machines  
and Service Bureau Facilities • Electric Typewriters

International Business Machines Corporation, World Headquarters Building, 590 Madison Avenue, New York 22, N. Y.

# NEWS...

## To Produce Cerebral Palsy Film

CHAMPAIGN, ILL.—Funds totaling \$25,000, for production of an educational film on cerebral palsy, will be raised by the National Association of American Business Clubs within the next four months, according to the association's president, F. H. Bachman.

The film, which will be produced by the National Society for Crippled Children and Adults, will be available to all interested persons and groups. It will tell the story of the treatment and

training required to rehabilitate cerebral palsied persons, who suffer from damage to centers of the brain governing muscular control.

## Communists Refused Jobs

BALTIMORE.—Members of the Communist Party and all who support its principles are now refused employment in the schools of this city. The school board recently made public a statement declaring: "We must deny to Communists and to those who support the

principles of communism the opportunity to use the public school system for disloyal indoctrination.

"The federal government has determined that it is vital to exercise special vigilance to prevent the employment of Communists on 'sensitive' projects. We know of nothing that can be described more aptly as 'sensitive' than the education of children."

## Will Study Financing of Schools

SACRAMENTO, CALIF.—The State Department of Education of California, in cooperation with the California Teachers Association, the California Schools Trustees Association, the California Congress of Parents and Teachers, and other statewide educational groups, has launched a comprehensive study of the financing of education in the state. A working committee of thirty-six persons, with the state superintendent of public instruction as chairman, and representing various state organizations, has been formed to aid in the development of the study. Prof. John K. Norton of Teachers College, Columbia University, has been engaged as general director of the study. He will be assisted by Prof. Eugene S. Lawler of Northwestern University.

## UNESCO Still to Meet in Beirut

WASHINGTON, D.C.—The U.S. State Department received word on September 15 that UNESCO will continue with original plans to hold its 1948 General Conference in Beirut, Lebanon, in November.

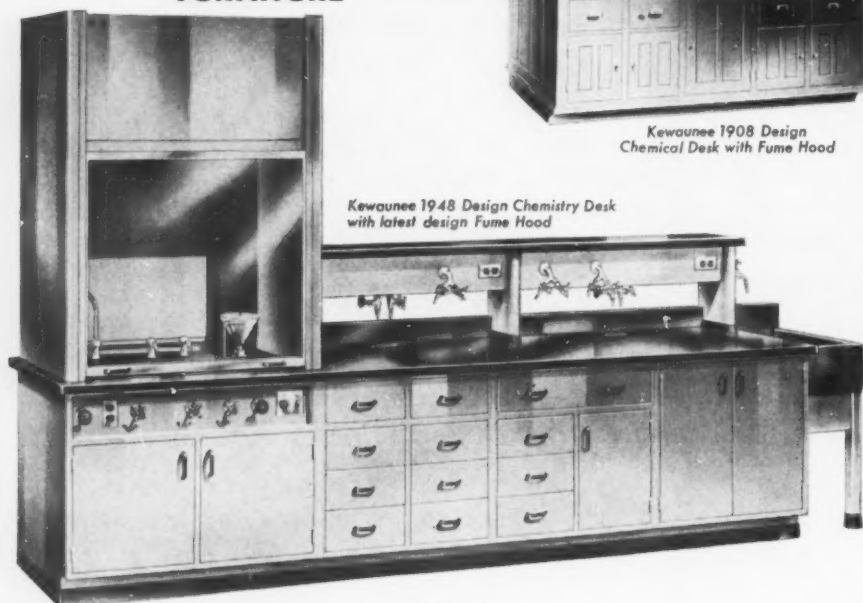
The decision to hold to the plans (as first drawn up in Mexico City last December) was taken at a special meeting of the UNESCO executive board in Paris. The proposal to hold the meeting in Lebanon had been criticized by some member nations in view of the Middle East tension between Arabs and Jews. The United States delegation said that a change in site "might establish a bad precedent against small nations."

## "Great Books" Telecast

CHICAGO.—Dr. Robert M. Hutchins, chancellor of the University of Chicago and chairman of the Great Books Foundation, will act as reader and interpreter when "Great Books" makes its debut over Station WENR-TV, Chicago.

On each telecast, a panel of six persons will participate in the discussions. The panels will consist of men and

## STYLES CHANGE- but not Quality IN KEWAUNEE LABORATORY FURNITURE



Kewaunee 1908 Design  
Chemical Desk with Fume Hood

Kewaunee 1948 Design Chemistry Desk  
with latest design Fume Hood

There's no mistaking the old and the new by their appearance. But make no mistake about quality, because Kewaunee quality is the common denominator of both. Fine quality that never changes.

Kewaunee Laboratory Furniture is designed to be completely functional . . . to give maximum efficiency and work-saving convenience. Ruggedly built in our own plants, to stand up under years of hard use. All Kewaunee Metal Furniture is now our new heavier construction. Bonderized for protection against chipping, rusting and cor-

rosion. KemROCK working surfaces defiantly resist acids, alkalis, solvents and physical shock. Yet Kewaunee Laboratory Furniture is priced to fit tight budgets.

So why not check into all of Kewaunee's advantages? Write today for your free copy of Kewaunee's latest catalog of Laboratory Furniture.

**Kewaunee Mfg. Co.**  
C. G. Campbell, President  
5028 S. Center St. Adrian, Michigan  
Representatives in Principal Cities



## EAST RIVER SAVINGS BANK



26 CORTLANDT STREET, NEW YORK 7, N.Y.

CORTLANDT 7-4200

May 24, 1948

R. M. Hollingshead Corporation  
840 Cooper Street  
Camden, New Jersey

Gentlemen:

Your Whiz Self-Polishing Floor Wax has been used exclusively in recent years on our rubber tile, asphalt tile and linoleum floors.

The reason for this record is obvious.  
—complete satisfaction!

We find Whiz Wax to be consistent in performance, non-hazardous, and, most important of all, our floors retain their natural beauty and appearance even under heavy traffic.

Since it has been said that our building is one of New York City's most beautiful and well-kept buildings, the above is our testimony and recommendation to others who are looking for this same satisfaction in a floor wax.

Yours very truly,

*E. W. Holling*  
Purchasing Agent

OUR 100<sup>TH</sup> YEAR

# WHIZ WAX Gives Complete Satisfaction!

E. W. Holling, Purchasing Agent of the famous East River Savings Bank of New York City, says his reason for buying Whiz Wax exclusively year after year is obvious—*complete satisfaction!* But get Mr. Holling's testimony and recommendation direct—*read his letter.*

We get a lot of letters like this. The words differ; but the story is the same. Whiz products do a better job in less time with less effort—give complete satisfaction. And, time after time, Whiz users tell us that they get big *extra* savings by using the *complete* Whiz line to eliminate the expense, time, and trouble involved in scattered buying.

These comments from men and women whose *business* is buying the best in maintenance chemicals carry an important message for *you*. This is the kind of unbiased, expert recommendation you can rely on. Ask your local Whiz distributor about the products that will help *you* do a better job at less cost.

R. M. Hollingshead Corporation, Camden, New Jersey;  
Toronto, Canada.

Whiz Trade Mark Reg. U. S. Pat. Off.



*The complete  
Whiz line includes:*

floor cleaners and waxes;  
special cleaners; disinfectants; hand soaps and scrubbing soaps; metal and furniture polishes.



PRODUCTS OF

*Hollingshead*

LEADER IN MAINTENANCE CHEMICALS



## NEWS...

women engaged in a variety of occupations, from bankers to bakers and from editors to housewives.

### English to Provide Social Ethics

LONG ISLAND CITY, N.Y.—Believing that the teaching of ethics is too frequently incidental or accidental, members of the high school English department have studied ways of including social sensitivity in the formal instruction program. Their recommendations were compiled in a mimeographed bul-

letin, "Principles and Practices of Guidance in English Classes," which is available without cost. Joseph Mersand is chairman of the English department, and Wallace A. Manheimer, principal of the high school.

### Education for Peace

WASHINGTON, D.C.—Three N.E.A. committees have prepared a 241 page report called "Education for International Understanding in American Schools."

What American schools can do to maintain the peace was studied during the last two years by the N.E.A. committee on international relations, the association for supervision and curriculum development and the national council for the social studies.

More than 950 persons, including laymen, experts on world affairs, specialists on school curriculum, faculty members, administrators and students, helped prepare the report.

### Religious Programs Continued

CHICAGO.—Most religious programs in public schools are being resumed this fall, according to Dr. Erwin L. Shaver, director of the Weekday Religious Education Department of the International Council of Religious Education. He estimates that at least 90 per cent of such programs will be continued.

The council advises sponsors to hold religious classes in places other than school buildings.

Vermont, Michigan and Illinois have recommended that schools drop all religious education programs.

### Given Radio Station, FM Sets

ATLANTA, GA.—School systems of Atlanta and Fulton County are now numbered among the fourteen owners of a full-time education radio station. Dedicated September 9, Station WABE-FM is the property of the board of education here. It was the gift of the Rich Foundation. In addition to the studio and studio equipment, the Foundation provided 300 FM receiving sets for the seventy-one schools in the city and the ninety-one county units. They will serve 90,000 students in the elementary and high schools. The new station will permit, for the first time, simultaneous and identical instruction for Negro and white students.

### Bring Foreign Publications Here

URBANA, ILL.—The University of Illinois library is among fifty-two institutions participating in the Farmington Plan, sponsored by the Association of Research Libraries. Its primary purpose is to bring to the United States at least one copy of every publication of research importance issued abroad.

Among the fields allocated to the Illinois library under this plan are education, French language and literature, political science, engineering, manufactures, physical training and social welfare.

## SANITATION, like education ...



## requires MODERN METHODS!

Modern visual aid techniques are the surest shortcuts to effective education. Similarly, up-to-date *sanitation methods* are the shortest and most economical route to efficient sanitary maintenance in *your* school.

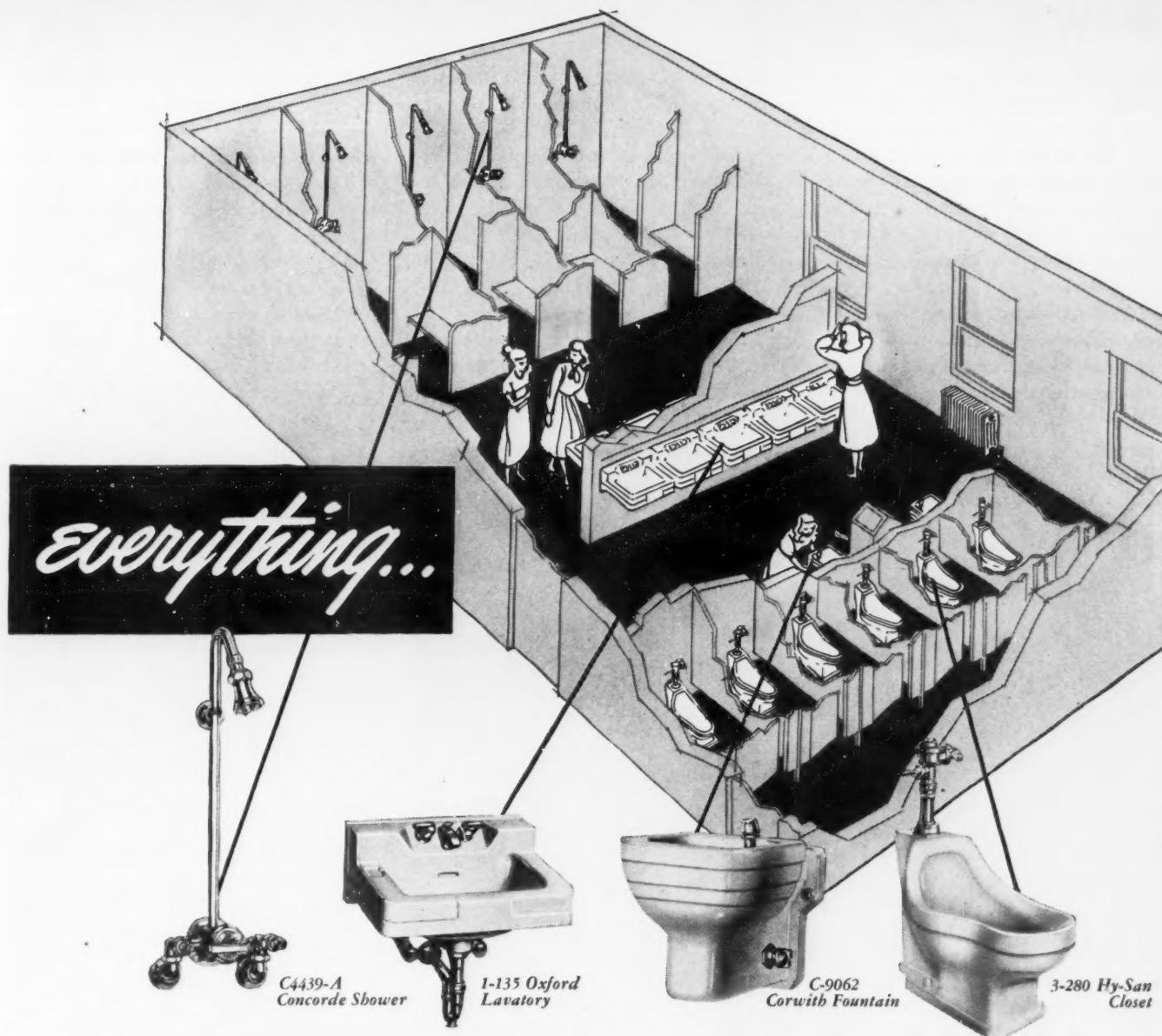
West sanitation products and services are used by schools everywhere because both are scientifically designed to do a thorough clean-up job with minimum time and effort. Whether it be liquid soaps, floor cleaners, disinfectants, deodorants, insecticides, periodic washroom service, or modern soap-dispensing equipment, West products guarantee to cut your maintenance costs by reducing maintenance man-hours.

One of nearly 500 trained West representatives from Coast to Coast will be happy to explain in greater detail just how you can benefit from West sanitary maintenance products. Why not consult him now!

**WEST** DISINFECTING  
*Company*

42-16 West Street  
Long Island City 1, N. Y.

CLEANSING DISINFECTANTS • INSECTICIDES • KOTEX VENDING MACHINES  
PAPER TOWELS • AUTOMATIC DEODORIZING APPLIANCES • LIQUID SOAPS



## EVERYTHING IN SCHOOL PLUMBING IS PART OF THE BROAD CRANE LINE

Drinking fountains, showers, radiators . . . lavatories, closets, urinals, faucets. Crane supplies them all—in a size and style to meet the needs of your school.

Not only the fixtures themselves—Crane also supplies the valves and piping that make them work. You have one high quality throughout.

You have dependable service . . . Crane fixtures have proved their worth through years of hard school usage. You have *complete sanitation* . . . Crane provides extra health safeguards to

protect your students, and to encourage habits of cleanliness.

And you *certainly* have low maintenance. With Crane *Dial-ese* faucets, for example, you just slip out the old cartridge unit and slip in the new—one unit fits all Crane *Dial-ese* faucets. Cleaning? Just a daily once-over with a damp cloth!

See your Crane branch, Crane wholesaler, or plumbing contractor for full information when you plan a new installation or consider modernizing your present facilities.

# CRANE

CRANE CO., GENERAL OFFICES:  
836 S. MICHIGAN AVE., CHICAGO 5

PLUMBING AND HEATING  
VALVES • FITTINGS • PIPE

NATION-WIDE SERVICE THROUGH BRANCHES, WHOLESALERS, PLUMBING AND HEATING CONTRACTORS

## NEWS...

### Questionnaire Prepared on School Music Programs

CHICAGO. — To interest civic organizations in working with educators for expanded school music programs, the American Music Conference is making available to such groups a questionnaire for surveying the extent of their local programs.

The four-page printed questionnaire was designed primarily to get the basic facts of public school music programs at the elementary, junior and senior

high levels. It was prepared by Dr. Albert Haring of Indiana University in consultation with music educators.

Although prepared for civic groups, the questionnaire also will be useful to educators and school authorities. It is available from the office of the American Music Conference, 332 South Michigan Avenue, Chicago 4.

### School Plant Services

WASHINGTON, D.C. — A report of school plant services now available in

state departments of education, including state aid for capital outlay, has been prepared by Ray L. Hamon, chief of the school housing section of the U.S. Office of Education. It reveals that thirty-two states have school plant regulations or require approval of plans, but only twenty-seven provide school plant specialists in the state departments. That nineteen states now offer financial assistance to local school districts for capital outlay indicates a definite trend toward such support. The information is organized alphabetically by states.

### Negro School Wins Prize

JACKSON, MISS. — To the Galilee Negro rural school went first honors in the National Garden Institute rural school beautification contest. The project was called an inspiring example of cooperation between Negroes and whites. One little Negro boy said, "Before you all come, the place was all growed up and looked like nobody cared. Now it's beautiful." Credit was shared by the school's two teachers, its fifty-nine pupils, and two garden clubs.

### Early Training for Deaf

AUSTIN, TEX. — A pre-school training center for deaf and hard-of-hearing children would help not only the child but also his parents and teachers. This recommendation was made to the University of Texas by Dr. S. Richard Silverman, director of the Central Institute of the Deaf, St. Louis.

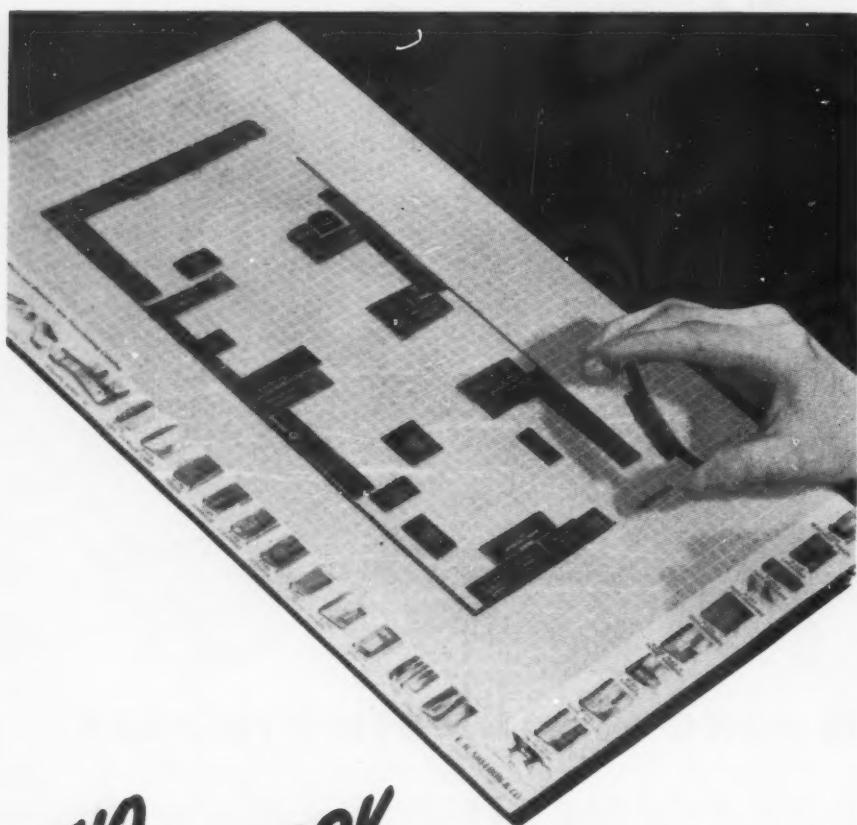
He believes that three-year-old children should be enrolled to initiate them for special education later. At the same time, parents could learn how to teach the child. For teachers, the school would be a practice and observation center.

### Guatemala Trains Teachers

NEW YORK. — United States specialists are conducting a two-year course in teaching for Guatemalans to increase the number of teachers in that South American country.

A better basic educational system for Guatemala is the aim of the teacher training program being carried on by the government with the assistance of the Institute of Inter-American Affairs, a U.S. Department of State division.

The students learn modern educational methods as well as improved agriculture, which is the principal means of livelihood in the country.



**NO  
GUESSWORK  
HERE**

Start the planning of your new or remodeled Homemaking Department with this Sheldon original Homemaking Planning Panel. Floor plan and cut outs of every necessary piece of furniture—all to accurate scale—enable you to set up your complete room *exactly as you want it*. Saves time and costly preplanning.

Sheldon Planning Panel available without charge to School Administrators, Homemaking Directors and Instructors if requested on school letterhead.

A Sheldon planning engineer is always available to assist you.

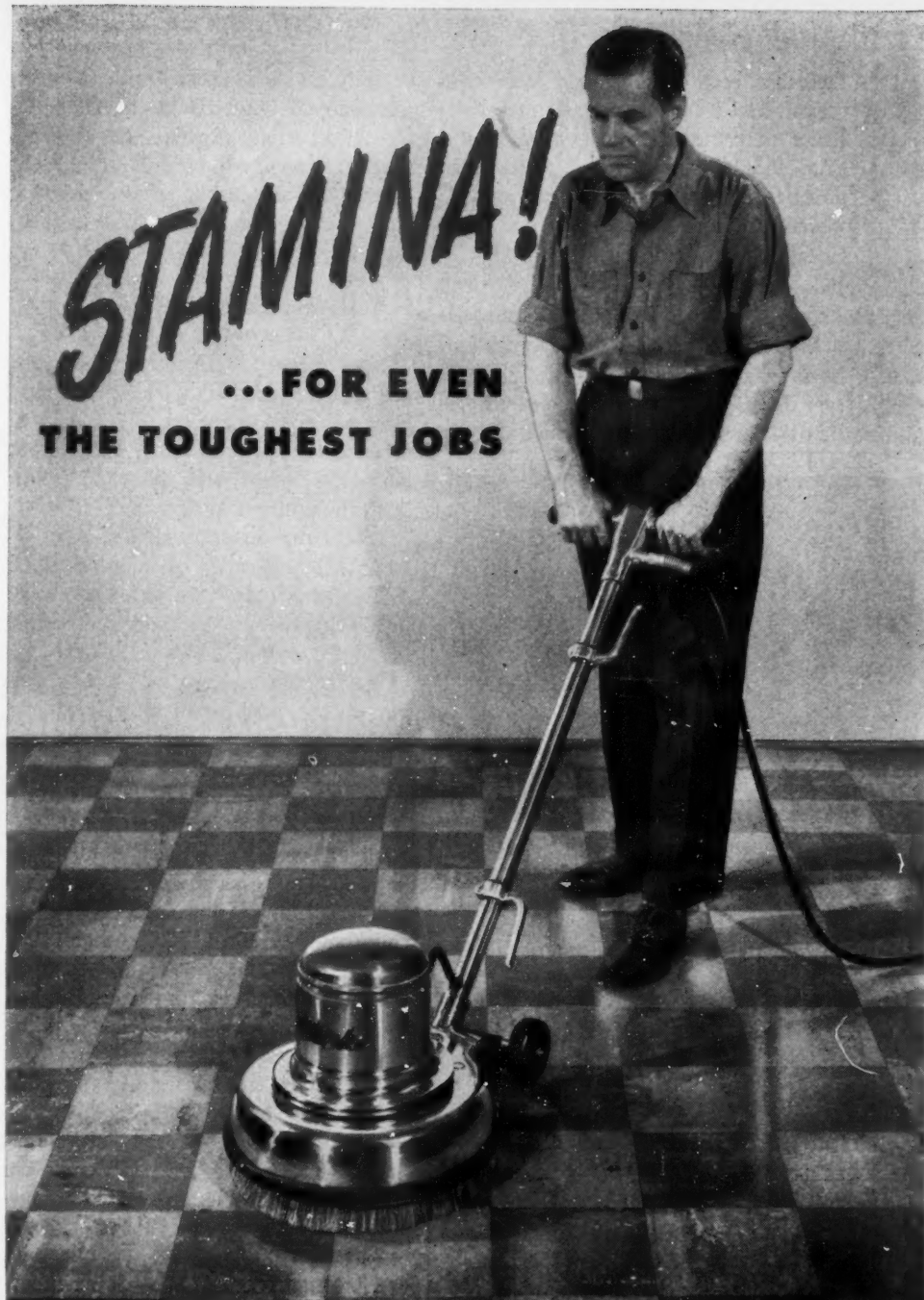


**WORLD'S LARGEST EXCLUSIVE MANUFACTURERS  
OF LABORATORY AND VOCATIONAL FURNITURE**



# STAMINA!

**...FOR EVEN  
THE TOUGHEST JOBS**



## Why CLARKE!

1. Lowest cost ...  
only \$280
2. 50% more power
3. 20% greater  
brush area
4. 30% greater speed
5. More all-around  
utility
6. Easy maneuverability  
in "tight quarters"
7. Smooth, noiseless  
performance
8. Sales and service  
branches in all  
principal cities

## ★ Clarke P-17 floor maintainer

### WAXES • POLISHES • SCRUBS • STEEL WOOLS • SANDS • SHAMPOOS

Endurance *plus!* The Clarke P-17 Floor Maintainer with its reserve power has proved its ability to withstand hardest usage—on all types of jobs. It has speed, power and dependability—a  $\frac{3}{4}$  h.p. motor (instead of an ordinary  $\frac{1}{2}$  h.p.) and a full 17 inch brush. Compare all these advantages at the low cost of \$280 with any other machine on the market. It's your wise buy!

WRITE FOR COMPLETE INFORMATION  
**CLARKE SANDING MACHINE COMPANY**  
510 Clay Avenue, Muskegon, Michigan

MV-8  
Sander



P-12  
Polisher



Duo Portable  
Sander-Polisher



V-5  
Edger

Manufactured by Clarke—  
builders of high quality sanding  
and floor maintenance machines  
for over a quarter of a century.

## NEWS...

### Studebaker Honored

WASHINGTON, D. C.—The board of directors of the National Education Association honored J. W. Studebaker at a testimonial dinner held on October 4.

The former U.S. Commissioner of Education came to Washington from his New York City office to hear a series of laudatory speeches, reviewing his fourteen years of federal service to education. Willard E. Givens, N.E.A. executive secretary, presided.

Significance of the affair was in the

fact that both national and state education leaders present reaffirmed their belief that the "U.S. Office of Education should become an independent unit, free from political pressures to which it becomes subjected in a politically dominated agency."

### Private Schools Exchange Students

WASHINGTON, D.C. — Twenty-four boys from American private preparatory schools are spending this year in British boarding schools, while a group

of English schoolboys are attending school in the United States. Scholarships include all school expenses, but the boys have to provide their own transportation. The schools hope the exchange will promote international understanding.

### N.Y.U. Workshop Endorses Street Playground

NEW YORK.—Fifty-five workshop students at the School of Education, New York University, have recommended that West Twenty-First Street, between Eighth and Ninth avenues, be turned into a playground.

Under the direction of Dr. Alice V. Keliher, professor of education at N.Y.U., the students surveyed children's needs in the crowded area that would be served by the proposed playground in an attempt to learn why young people in the neighborhood play in the streets. The one playground in the area, they found, was supervised and had a good program, but adults and older children left little opportunity for the younger ones to play freely.

The students, mostly men and women teachers from various sections of the country, were enrolled in the child development section of a six weeks' workshop in human relations, sponsored by the university and the Center for Human Relations Studies.

The move to make a play street of the crowded block was initiated by the parent-teacher association at Public School 11 and the Tenth Precinct Coordinating Council.

### To Evaluate Exchange Teachers

WASHINGTON, D.C.—Superintendents, teachers and students will be asked to take part in an evaluative survey of exchange teachers. The U.S. Office of Education has chosen Texas and Michigan for these studies. The University of Texas plans to poll its campus, then the state, to find out how many foreign students are enrolled in the state's colleges and about each school's program for them. Information will later be assembled by the U.S. Office for other states and as a guide to the government.

### For Social Studies Group

"Expanding Horizons in Social Education" is the theme for the 28th annual meeting of the National Council for the Social Studies which will be held at the Palmer House in Chicago, November 25 to 27.



## Greater Interest IN HEALTH AND GYM WORK WITH MOORE GYM SUITS

There's new incentive for improving health and posture through physical education when girls wear Moore Gym Suits. Girls enjoy dressing right for whatever they undertake and with these wonderful new Moore suits they're assured of latest fashion as well as comfort and freedom for action.

Illustrated here is one of many new styles available in a choice of colors and Sanforized fabrics. See this and other stunning Moore styles shown in the new 16-page booklet, "Better Health with Moore Gym Suits." Write for your copy today.

### E. R. MOORE CO.

932 Dakin St. Gym Dept. 10 11 West 42nd St.  
Chicago 13, Illinois New York 18, N. Y.

*Also Makers of Caps and Gowns and Choir Gowns*



THOUSANDS OF FRIGIDAIRE APPLIANCES ALREADY PURCHASED BY SCHOOLS UNDER

## *Frigidaire School Plan!*

**Here's how it works:** You can buy Frigidaire appliances for instruction purposes in any qualified school through your Frigidaire dealer, at special school prices—approximately one-half of regular retail prices.

Then, to keep your equipment up-to-date, as new models are introduced for the next five years your Frigidaire dealer will exchange these appliances for new models of comparable size and quality at no additional cost.

All appliances sold under this plan carry the full Frigidaire one-year warranty. Sealed-in mechanisms of refrigerators and home freezers are protected against service expense for five years.

### **Save money on all these appliances under the "Frigidaire School Plan"**

*Frigidaire Refrigerators*, including famous "Cold-Wall" models.

*Frigidaire Electric Ranges*, in six models to meet all requirements.

*Frigidaire Water Heaters*, 30- to 80-gal.; round models or table top.

*Frigidaire Home Freezers*—8 cu. ft. model, with separation racks.

**See your Frigidaire Dealer** for complete information about the budget-saving "Frigidaire School Plan." Find his name in Classified Telephone Directory. Or write Frigidaire Division, Gen-

eral Motors Corp., 1292 Amelia St., Dayton 1, O. 652 Commercial Rd., Leaside 12, Ont.

### **For School Cafeterias, Laboratories, Other Uses!**

Frigidaire makes a complete line of "Commercial" Refrigeration Equipment—"Reach-in" Refrigerators, Ice Cream Cabinets, Beverage Coolers, Water Coolers, Compressors, Cooling Units, Controls—and Air Conditioning Equipment. (These products do not come under the "Frigidaire School Plan.") Consult your Frigidaire Commercial Dealer (find name in classified Phone Directory) or write Frigidaire.

**More Frigidaires serve in more American homes than any other refrigerator!**

You're twice as sure with two great names



**FRIGIDAIRE** MADE ONLY BY **GENERAL MOTORS**



## NEWS...

### Governors Sponsor Public Education Study

CHICAGO, ILL.—Governors of the nation expect to have ready by December their study on public education. Organization, administration and finance of public elementary and secondary education will be included from data supplied by state departments of education and local school systems, rather than from nationally established sources. Directors probably will be chosen from the faculty of the University of Chicago.

Plans for the study were drafted by the executive committee of the Governors' Conference, carrying out a resolution the chief executives had approved unanimously at a recent meeting in New Hampshire:

"Since the education of the youth of the land is one of the fundamental duties of government and since the provision of adequate and efficient machinery for that purpose is one of the principal costs of government, therefore the Governors' Conference hereby re-

quests the Council of State Governments to conduct a study and compile a report on the systems of education in the various states for the information of the governors and legislatures of the several states, the scope of the study to be determined by the members of the executive committee of the Governors' Conference."

It is expected that many governors will want to use the findings as basis for annual messages to 1949 sessions of their legislatures.

Governors of Colorado, Florida, Indiana, Kansas, Maine, Missouri, South Carolina and Washington are members of the executive committee.

### Eight Million More Pupils Within Next Seven Years

WASHINGTON, D.C.—Within the next seven years, the total enrollment in elementary and secondary schools will increase by 8,000,000, according to estimates recently released by the research and statistics division of the U.S. Office of Education. Its research also shows that total enrollment had not increased to any great extent during the period from 1939 to the current school year. In fact, enrollment today is approximately the same as in 1940, but much higher than in 1944.

#### ESTIMATED ELEMENTARY AND SECONDARY SCHOOL ENROLLMENTS FROM 1936 to 1957<sup>1</sup>

Year	Elementary K-8 Inc.	Secondary 9-12 Inc. Inc. P.G.
1939-40	21,044,924	7,113,282
1943-44	19,829,900	6,020,890
1945-46	20,121,000	6,259,000
1946-47	21,053,000	6,287,000
1947-48	22,072,000	6,236,000
1948-49	22,797,000	6,270,000
1952-53	26,747,000	6,780,000
1954-55	28,146,000	7,196,000
1956-57	27,927,000	8,048,000

<sup>1</sup>Includes public and private schools, sub-collegiate departments of colleges, special schools and classes for exceptional children and schools for Indians.

### Vets Dropping Out

WASHINGTON, D.C.—Approximately 1,000,000 veterans are enrolled in colleges this fall, the U.S. Office of Education reports. This represents a decrease of about 100,000 from a year ago. Last fall, veterans were 48 per cent of the total college population com-

### YOUNG LADY ... DON'T ERASE THAT

HYLOPLATE LITE SITE Chalkboard does mean lighter and brighter classrooms—to thousands of school children and their teachers.

Hyloplate Lite Site is a refreshing and eye-pleasing green chalkboard that brings beauty and brightness to your classroom. Lite Site gives its pleasant brightness back to the room to provide proper distribution of classroom light and aid in better seeing. Yes, Lite Site will make your classroom lighter and brighter—a more pleasant place to live and work in.

#### For Cushioned, Effortless Writing

Lite Site is that grand old chalkboard Hyloplate in a new, eye-appealing color. Lite Site has the superb Hyloplate writing surface for effortless, cushioned writing and easy complete erasing.

Hyloplate Lite Site is built to the same rigid specifications which have made Hyloplate the world's finest chalkboard.

#### For the Child's Sake— Select Hyloplate Lite Site

\*HYLOPLATE AND LITE SITE ARE WEBER COSTELLO CO. TRADE-MARKS

#### WRITE FOR THIS FOLDER

A copy of our new and illustrated Lite Site folder is yours for the asking. Tells you all about lighter, brighter Lite Site. Address Dept. NS-J8.

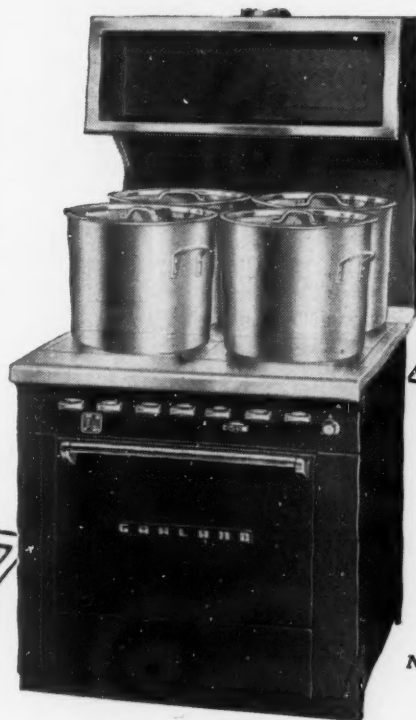
**WEBER COSTELLO COMPANY**  
Manufacturers • Chicago Heights, Illinois

Only the New

# GARLAND

**Gives Such Flexibility  
of Cooking Top Heat**

Front-firing does it! And only Garland has front firing. Seven individually controlled burners—all front-fired—give the chef any heat he wants—where he wants it. Hot top takes four large stock pots at one time—saves floor space—reduces investment in cooking equipment without lowering meal capacity.



**GARLAND**  
No. 45-29CX

## See the New Line of the **LEADER!**

Twenty-two new features include new Flo-line Design, new larger Even-Temp Oven, new Loop Style Oven Burner, new system of Flue Ventilation, new Dura-Built Oven Heat Control, new type Under-Lock High Shelf and new Co-Designed Matching Attachments. Check up—you'll find the leader gives you more for your money! Call or visit your Garland dealer now.

All models available in stainless steel and for use with manufactured, natural or L-P gases.

# GARLAND\*

**THE TREND IS TO GAS**  
FOR ALL  
COMMERCIAL COOKING

Heavy Duty Ranges • Restaurant Ranges • Broilers • Deep Fat Fryers • Toasters  
Roasting Ovens • Griddles • Counter Griddles

**PRODUCTS OF DETROIT-MICHIGAN STOVE CO., DETROIT 31, MICHIGAN**

\*REG. U. S. PAT. OFF.

The **EFFICIENT**

**HYGIEIA**  
CHALKBOARD CLEANER

**EASIER...  
SPEEDIER**

The large Custodian size of the Hygieia Chalkboard Cleaner makes it possible to clean boards with lightning speed.

Washing is unnecessary with the Hygieia Chalkboard Cleaner. This modern cleaner consists of a reversible block of Cellular Latex with soft leather back. The Latex side erases the chalk marks and the leather side cleans the board thoroughly. Saves time and labor, and with Hygieia Chalk Crayons, increases board efficiency 50%. Send for folder and prices. Dept. NS-19.

**HYGIEIA**  
DUSTLESS  
CRAYONS

Refills available. If the Hygieia Cleaner is preferred without the holder, the latex is made double thick for easier grasping (No. 1103).



## COMING EVENTS

### OCTOBER

- 5-9. National Council on Schoolhouse Construction, San Francisco.
- 7-9. Maryland State Teachers Association, Baltimore.
- 10-14. Association of School Business Officials, St. Louis.
- 11-15. International Conference on Correspondence Education, Lincoln, Neb.
- 17-24. United Nations Week.
- 18-22. American Home Economics Association, Boston.
- 18-22. National Safety Congress and Exposition, Chicago.
- 22. Georgia Administrators Association, Atlanta.
- 25-30. National Audio-Visual Education Week.
- 26-29. National Conference for State and City Directors of Adult Education, Purdue University, Lafayette, Ind.
- 28, 29. Virginia Education Association, Richmond.
- 28, 29. East Tennessee Education Association, University of Tennessee, Knoxville.
- 28, 29. Minnesota Education Association, St. Paul.

### NOVEMBER

- 7-13. American Education Week.
- 10-12. Arkansas Education Association, Little Rock.
- 15-17. National Society for Crippled Children and Adults, Inc., Chicago.
- 19-20. School Food Service Association, Hotel Statler, Detroit.
- 25-27. National Council of Teachers of English, Chicago.
- 25-27. National Council for the Social Studies, Chicago.
- 29-Dec. 4. American Vocational Association, Milwaukee.

### FEBRUARY

- 13-16. Association for Supervision and Curriculum Development, New York City.
- 20-23. American Association of School Administrators regional conference, San Francisco.
- 26-Mar. 2. National Association of Secondary-School Principals, Chicago.
- 27-Mar. 2. A.A.S.A. regional conference, St. Louis.
- 28-Mar. 2. Department of Rural Education, N.E.A., St. Louis.

### MARCH

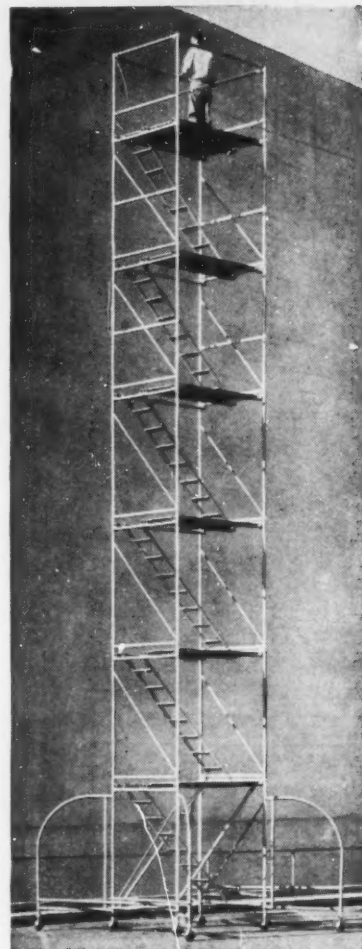
- 27-30. A.A.S.A. regional conference, Philadelphia.
- 29-April 1. International Lighting Exposition and Conference, Chicago.
- 31-April 2. Midwest Conference on Rural Life and Education, University of Nebraska, Lincoln.

### APRIL

- 4-7. National Conference on Higher Education, Chicago.
- 13-16. Eastern Business Teachers Association, Hotel New Yorker, New York City.
- 19-22. Convention of American Association of Health, Physical Education and Recreation, Boston.

**"REDUCED  
MAINTENANCE  
COSTS 75%"**

**Says Superintendent B-.**



## Aluminum Alloy "UP-RIGHT" SCAFFOLDS

Now you can save scores of man-hours. A 7 foot, single section unit requires only 1 minute to erect; a 45 foot multiple unit only 15 minutes. Rolled easily from position to position throughout the job. Stronger than structural steel yet one-third the weight. Safety-tread stairways within the structure. No wrenches, wing nuts, bolts, loose parts. Each section folds flat.

*Write for Descriptive Circular*

**"UP-RIGHT" SCAFFOLDS**

Room 112 • 1013 PARDEE STREET

Berkeley, California

Offices in all Principal Cities





**Take advantage of genuine**

**"Up-From-Under" refrigeration... with McCray KOLDFLO**

Controlled cold air rising from the bottom of the refrigerator... that's McCray's famous KOLDFLO system of refrigeration. Avoids direct blasts of cold on perishable food surfaces, keeps foods at their appetizing best. Maintains proper humidity, operates at low cost, is self-defrosting.

Typical of McCray KOLDFLO quality equipment

is this 40 cu. ft. Reach-In Refrigerator, with its sturdy steel construction... eight adjustable-removable shelves... one-piece, all-porcelain interior.

Distributors in all principal cities. Check your telephone directory... or write to the McCray Refrigerator Company, 874 McCray Court, Kendallville, Indiana.

*Go Modern  
with...*

**McCray**  
KOLDFLO

## NEWS...

pared with approximately 45 per cent this fall. In 1946, they represented 53 per cent of the total enrollment.

### Adults Need Help for Contemporary Problems

WASHINGTON, D.C.—"The upsurge of the high birth rate will not materially affect the high school until 1952," reports Rall I. Grigsby, acting U.S. Commissioner of Education. The commissioner estimated that the number of graduates from high schools in 1948

was 1,056,000, the highest since pre-war days. He says that, "With the high school increasingly regarded as an integral part of the common school system, and with the growing emphasis upon curriculums designed to meet the needs of all American youth, it is anticipated that the number of graduates will increase even beyond that which is predictable from the larger birth rate alone."

A heightened interest in adult education also was reported by the com-

missioner. "Greater activity on the part of organized education in the provision of adult education opportunities grows out of the realization that the critical situations the nation may be called upon to face in the near future require informed and alert adult citizenry," said Mr. Grigsby. "Time will not permit the slower process of training a new generation of young people to deal with contemporary problems."

### War Surplus to Schools

WASHINGTON, D.C.—War surplus property sold schools and colleges had a gross value of more than half a billion dollars, Jess Larson, war assets administrator, has estimated. This property was purchased at discounts ranging from 42 to 95 per cent. Although priority and preference buying for such supplies ended September 1, the practice of donating surplus property to eligible health and education institutions will be continued, said Mr. Larson.

### Junior College Should Aid Potential Draftees

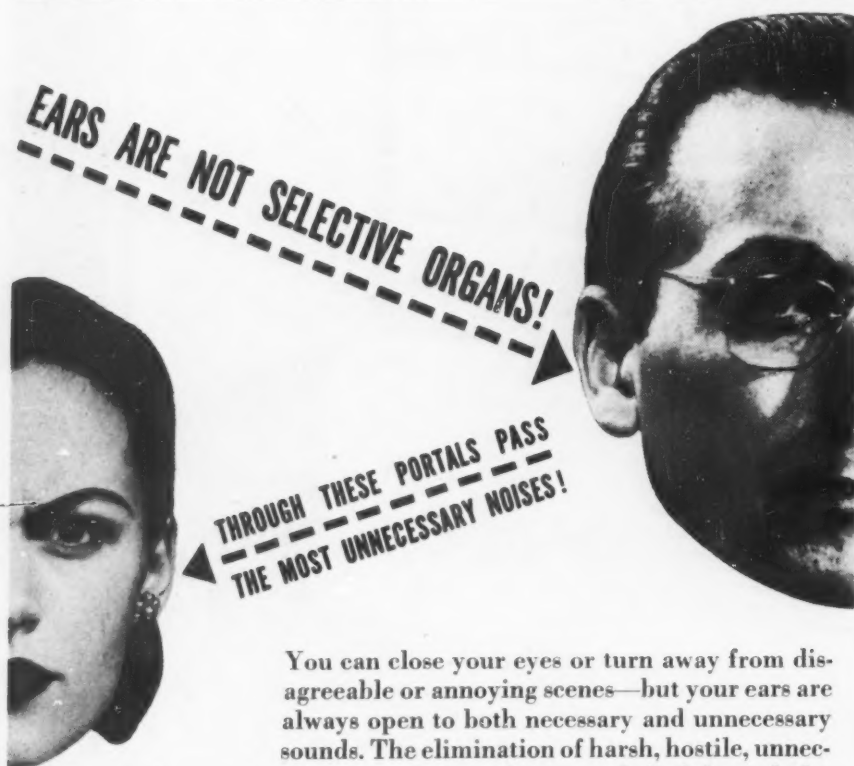
AUSTIN, TEX.—Even though high school graduates know they will be drafted, they should take as much junior college training as possible, advises C. C. Colvert, professor of education, University of Texas. He believes that the local junior college should make a special effort to serve the young man to be drafted and other young people who have no desire to complete a four-year college course. Suitable terminal courses that can be completed in one or two years could range from engine electronics, oil technology, dry cleaning and building trades to home economics, art, social service and business education, he said.

### Script on Communism Available

NEW YORK.—Scripts of "Communism—U.S. Brand," an American Broadcasting Company documentary broadcast, may be obtained from the company. Also available are scripts of other documentaries produced by ABC: "V.D."; "Slums I and Slums II"; "1960?? Jiminy Cricket," and "School Teacher—1947."

### P.T.A. Seeks 6,000,000 Members

CHICAGO.—The National Congress of Parents and Teachers has set a goal of 6,000,000 members for the coming year. Mrs. L. W. Hughes of Arlington, Tenn., president, told the board of managers at



You can close your eyes or turn away from disagreeable or annoying scenes—but your ears are always open to both necessary and unnecessary sounds. The elimination of harsh, hostile, unnecessary sounds is easily accomplished through the installation of **SOFTONE NON-COMBUSTIBLE ACOUSTICAL TILE and PLASTER**.

Yes, more and more School Property Administrators and Architects are turning to **SOFTONE** for sound control. It is preferred because it has a Distinctive Appearance . . . is Acoustically Efficient . . . is Cleanly, Speedily Installed . . . and is Maintained at Low Cost.

Our latest folder contains specific information and also explains why these outstanding acoustical materials are ideal for auditoriums, corridors, classrooms, swimming pools, dormitories, gymnasiums, kitchens, dining rooms, laboratories and offices.

Obtain a copy for your files by writing to:

**AMERICAN ACOUSTICS, INC.**  
74 Trinity Place, New York 6, N. Y.



TIME-TESTED INSTALLATIONS EVERYWHERE



School's out! And the first wave of homeward-bound pupils makes for the faithful Mack buses serving Hoquiam School District No. 28, Hoquiam, Washington.

## Three Standards of value . . . that point to Mack School Buses

Throughout the country, the experience of recent years has proved that investment in school buses goes beyond the matter of initial price. More and more school officials have found that true school bus value involves a three-way consideration: safe design and construction, economical operation and maintenance, accurate and available service.

The safety of Mack school buses stems from the conviction that only the best is good enough for American children. To this end, Mack school buses are designed and manufactured to surpass the severest safety requirements of the most progressive states. Precision built, not mass produced, they embody all the skill and experience of this country's pioneer bus manufacturer.

Moreover, Mack school buses are built with all the extra margins of strength and durability that

have made the expression "Built like a Mack" part of the language. In their manufacture, Mack exerts an unequaled degree of control over the planning and fabrication of every part, and over each step in construction from foundry to finished chassis. Their long life and economical maintenance make Mack school buses the leaders in over-all economy.

In addition, every investment in Mack school buses is protected by a nationwide network of 67 factory branches and well over 600 dealers, a ready source of skilled service and parts. And this service is backed by the specialized knowledge of experienced Mack bus representatives, ready to help solve your pupil transportation problems.

When planning your next school bus purchase, let us show you the complete story of Mack school bus safety, savings, and service.

**Mack**  
*Precision Built*

**SCHOOL BUSES**

Mack Manufacturing Corporation  
Bus Division  
Empire State Building, New York 1, N. Y.  
Factory branches for parts and service in all principal  
cities. In Canada, Mack Trucks of Canada, Ltd.



6890



## THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

### ADMINISTRATION

**Handbook of Suggestions for Administering the New York State Teachers' Salary Law of 1947.** Report of the Advisory Committee on Teachers' Salaries. New York State Education Department, Albany 1, N.Y. Pp. 48.

### ANNUAL REPORT

**Your Austin Schools.** 1947-48 annual report for Austin, Tex. J. W. Edgar, supt. Its theme, "Services of Your Schools," is presented principally through photographs, with a minimum of copy. Pp. 33.

**Some Highlights of the Montgomery Public Schools.** 1947-48 report of the city and county schools in Montgomery, Ala. (Mimeographed). C. M. Dannelly, supt. Pp. 25.

### AUDIO-VISUAL

**Handbook for the Audio-Visual Program.** Prepared by the Indiana Organization of Audio-Visual Instruction Directors and published in cooperation with the Indiana State Department of Education. Audio-Visual Center, Indiana University, Bloomington. Pp. 41. \$1.

**Films From Britain, 1949.** Catalog of British official films. British Information Services, 30 Rockefeller Plaza, New York 20.

### CURRICULUM

**Sources of Materials Dealing With Reading Difficulties.** Mimeographed bulletin prepared by Mrs. Helen H. Murray. Division of Secondary Education, Office of Education, Federal Security Agency, Washington 25, D.C. Pp. 8.

**Curriculum at Work.** Important aspects of curriculum-making told by anecdotal accounts of curriculum experiences that children need. Bulletin of the Association for Childhood Education, 1200 Fifteenth St., N.W., Washington 5, D.C. Pp. 46. 75 cents.

**On Their Own in Reading.** How to give children independence in attacking new words. By William S. Gray, University of Chicago, reading director of the curriculum foundation series. Scott, Foresman Company, 433 E. Erie St., Chicago 11, Pp. 268. \$2.

**Speech Handicapped School Children.** By Wendell Johnson, Spencer F. Brown, James F. Curtis, Clarence W. Edney and Jacqueline Keaster. Harper and Brothers, New York 16. Pp. 464. \$3.

**Relationships Among Hearing Acuity, Speech Production, and Reading Performance in Grades 1A, 1B and 2A.** By Lois Josephine Rossignol. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 50. \$1.85.

**Guide for Teaching Art and Music.** Attainments in music education by grades. By Clarence D. Blair, county superintendent, and Lee Ruth Glover, supervisor of art and music, St. Clair County, Illinois. Office of County Superintendent of Schools, Belleville, Ill. Pp. 75.

**Building Atlanta's Future.** By John E. Ivy Jr., Nicholas J. Demerath and Woodrow W. Breland. Atlanta, Ga., Board of Education portends a constructive study of the city, pointing out to teachers how it is a living classroom. It seeks to acquaint youth with responsibilities they will face as adults. Ira Jarrell, supt. University of North Carolina Institute for Research in Social Science, Chapel Hill. Pp. 305. \$3.50.

### PROFESSIONAL

**1948 Report of the Profession Ethics Committee.** National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C. Pp. 80. Single copies free; additional, 25 cents each.

**A Proposed New York City Code of Ethics for the Educational Profession.** A preliminary statement prepared by a committee of teachers and supervisors. Board of Education of the City of New York, 110 Livingston St., Brooklyn 2, N.Y. Pp. 11.

### PUBLIC RELATIONS

**Public-School Publicity.** A practical guide for teachers and administrators. By Gunnar Horn, head of English department and director of publications, Benson High School, Omaha, Neb. Inor Publishing Co., Inc., 207 Fourth Ave., New York City. Pp. 226. \$3.50.

**The Schools Are Yours, Know Them.** By T. Joseph McCook, superintendent of schools, Marlborough, Mass. A booklet giving to citizens basic information about the Marlborough public schools. Pp. 15.

### SCHOOL PLANT

**Things to Consider in Planning Educational Plants.** School Plant Research Series VII, No. 4. By the Committee on Educational Buildings and Equipment, American Council on Education Studies, 744 Jackson Place, N.W., Washington 6, D.C. Pp. 13. 25 cents.

### SURVEYS

**Survey of the Public Schools of Harford County, Maryland.** Report of a survey conducted by Dr. Roy O. Billett, assisted by Dr. Herbert Blair, Dr. Helen B. Sullivan, and Dr. J. Wendell Yeo. Harford County Board of Education, Bel Air, Md. Pp. 340. \$3.

**Public Education in Harlan County, Kentucky.** Bulletin of the bureau of school service, College of Education, University of Kentucky, Lexington. Vol. XX, No. 2.

### TEACHER RECRUITING

**So You Want to Be a Teacher.** Teacher education programs at the University of Illinois. Prof. C. W. Sanford, coordinator of teacher education, 201 Administration Bldg., East, University of Illinois, Urbana. Pp. 71.

## For Brightest, Clearest Pictures...

vivid definition of image—black and white or natural color...  
rock-steady screening at sound or silent speeds.

## For Unsurpassed Fidelity of Sound...

glorious new richness and clarity of tone... new fidelity in reproduction of voice, music, sound effects.

### MAKE THESE CONVINCING TESTS

COMPARE DeVRY's wow-free, flutter-free, hum-free amplification of a piano film. MEASURE the brilliance that floods the screen's entire surface.



### THE INCOMPARABLE

**DeVry "Bantam"**

**16mm. Sound-Silent Projector for only \$345.00**

The entirely new, streamlined, lighter-weight DeVry 16mm. "Bantam" is truly a "theatre-in-a-suitcase": Projector, amplifier, speaker, screen in ONE compact case. Finest quality materials, 35mm. engineering and manufacturing know-how—years of proven trouble-free performance. Pick-up weight as low as 28 pounds. Film capacity, 100 to 2,000 Ft. Adequate illumination (750-1000 watts) for professional quality auditorium showings. AC-DC operation. Colorful literature FREE.

DeVRY CORPORATION  
1111 ARMITAGE AVE., CHICAGO 14, ILL.  
Please give us full particulars on the new DeVry "Bantam".

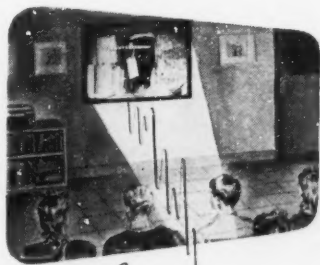
Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

**DeVry**

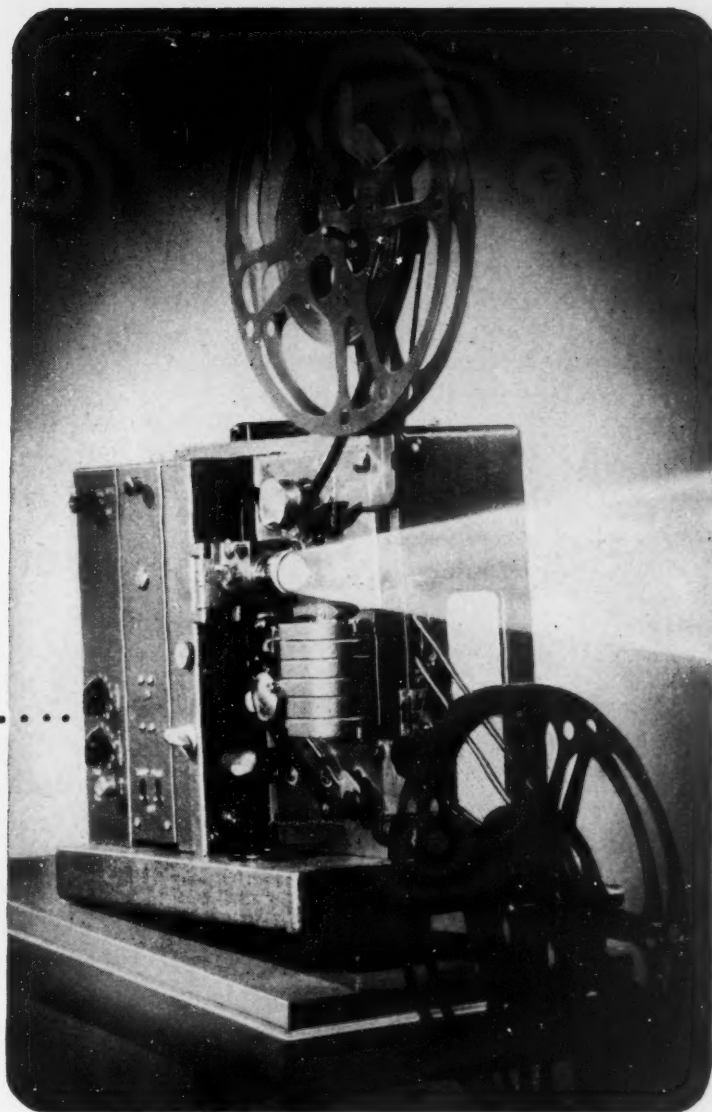
Proud Name in the Motion Picture  
Equipment Industry—Since 1913

DETROIT PUBLIC LIBRARY

# Finest and Most Practical 16mm Projector for Schools



*the new*  
**RCA "400"**



● You'll find the RCA "400" 16mm projector a valuable aid in coping with the present teacher shortage and curriculum overload. It does a professional quality job of showing educational films at their brilliant best.

The new RCA "400" is out front in postwar 16mm sound projector advancements. Exclusive new "cushion action" sprocket shoes permit the film to be literally slipped into proper position. Correct film path is embossed on side of projector. The RCA "400" is the easiest and quickest of all sound projectors to thread. All controls are centrally located. It is so easy to use. Even a child can operate it.

Straight-line optical system gives more brilliant illumination, sharper, more clearly defined pic-

tures from color or black-and-white films. Performance is finer in every way.

A powerful four-stage amplifier, precision sound scanning system and acoustically matched loudspeaker reproduce sound with dramatic realism and full tonal range. You change from "Sound" to "Silent" operation by merely turning a knob.

Lighter weight, high strength materials plus simplified design make possible a new, lighter weight projector—easily portable for use in classroom or small auditorium.

\* \* \*

SEE IT . . . HEAR IT . . . before you buy any 16mm projector. For descriptive brochure and name of nearest dealer—write: Sound and Visual Products, Dept. 62J-V, RCA, Camden, N. J.

first in sound . . . finest in projection

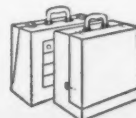


**SOUND AND VISUAL PRODUCTS**

**RADIO CORPORATION of AMERICA**

**ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N. J.**

In Canada: RCA VICTOR Company Limited, Montreal



## NEWS...

its annual fall meeting here in September.

Local P.T.A. units will hold membership drives in October.

### All-School Sound System

CAMDEN, N.J.—The \$4,000,000 Archbishop Stepinac High School, dedicated here September 12, has a two-channel sound system linking all classrooms. From microphones installed in the central control room, principal's office, chapel, music room, band room,

library, auditorium and gymnasium, music or voice is distributed as desired. Inter-connected are independent sound systems in the cafeteria, gymnasium, auditorium and chapel. Loud-speakers are built into the wall.

### M.E.A. Buys House

HELENA, MONT.—The Montana Education Association has invested part of its life membership fund in a house at 422 North Park Ave., Helena, which it will use as an office building.

### Many Football Deaths Result From Head Injury

CHICAGO.—Nearly half of all deaths from football injuries result from skull fractures and injuries, reports Dr. Harry E. Mock and his sons, Harry E. Jr. and Charles J. According to their research, there were 430 recorded deaths from football injuries between 1931 and 1946.

"Many of these players were apparently only slightly injured, often showing no injury about the head," said Dr. Mock, "yet several hours later they complained of dizziness or severe headaches or suddenly became unconscious and died within a few minutes to a few hours."

The doctors indicted the present-day plastic helmet as a cause of injuries. They asserted that these helmets often are forced back on the head so that the edge delivers a heavy blow to the neck. "Better equipment must be devised with protection in mind instead of offense," they said.

They emphasized that a doctor capable of recognizing brain injuries should be available both at practice sessions and at games and that trained stretcher-bearers should be available. "Too many injuries," they said, "are aggravated by improper handling."

### Group Dynamics an Institute

ANN ARBOR, MICH.—The Research Center for Group Dynamics as a total organization is now located chiefly at the University of Michigan here. Senior staff members will have appointments both in the academic departments of the university and in the research center. Under the direction of Dr. Rensis Likert, the Group Dynamics Research Center will be combined with the Survey Research Center to operate as an institute. Dorwin Cartwright and Ronald Lippitt will serve as director and program director, respectively. The institute's program is supported by funds from the university, a grant from the Field Foundation and research contracts.

### Educational Conference

NEW YORK—Sponsored by the American Council on Education and the Educational Records Bureau, the thirteenth Educational Conference will concern itself with "education for the preservation of democracy." The meeting will be held October 28 and 29 at the Roosevelt Hotel here. Among tests to be recommended by the subcommittee

# Classroom Furniture

## Designed for Modern Teaching



**No. 1000  
TRIUMPH  
MOVABLE CHAIR DESK**

A modern streamlined desk that promotes good posture. Tubular support for rigid writing desk provides quick easy adjustment to meet the need of each student. Electrically welded joints. Curved seat. Available in 3 sizes.

**No. 1266  
ACME DESK AND CHAIR  
UNIT**

A unit that readily lends itself to modern methods of group instruction. Large flat top 18x24 inches. Large book compartment. Sturdily constructed of well seasoned hardwood. Comfortable chair to match desk. Choice of 4 sizes.

**W**HATEVER the needs of your educational program, you'll find a complete selection of classroom furniture and equipment at Rowles that will help you lighten the teaching load and provide comfort and easier learning for the students. Rowles features an extensive line of all types of classroom, library and vocational furniture and equipment.

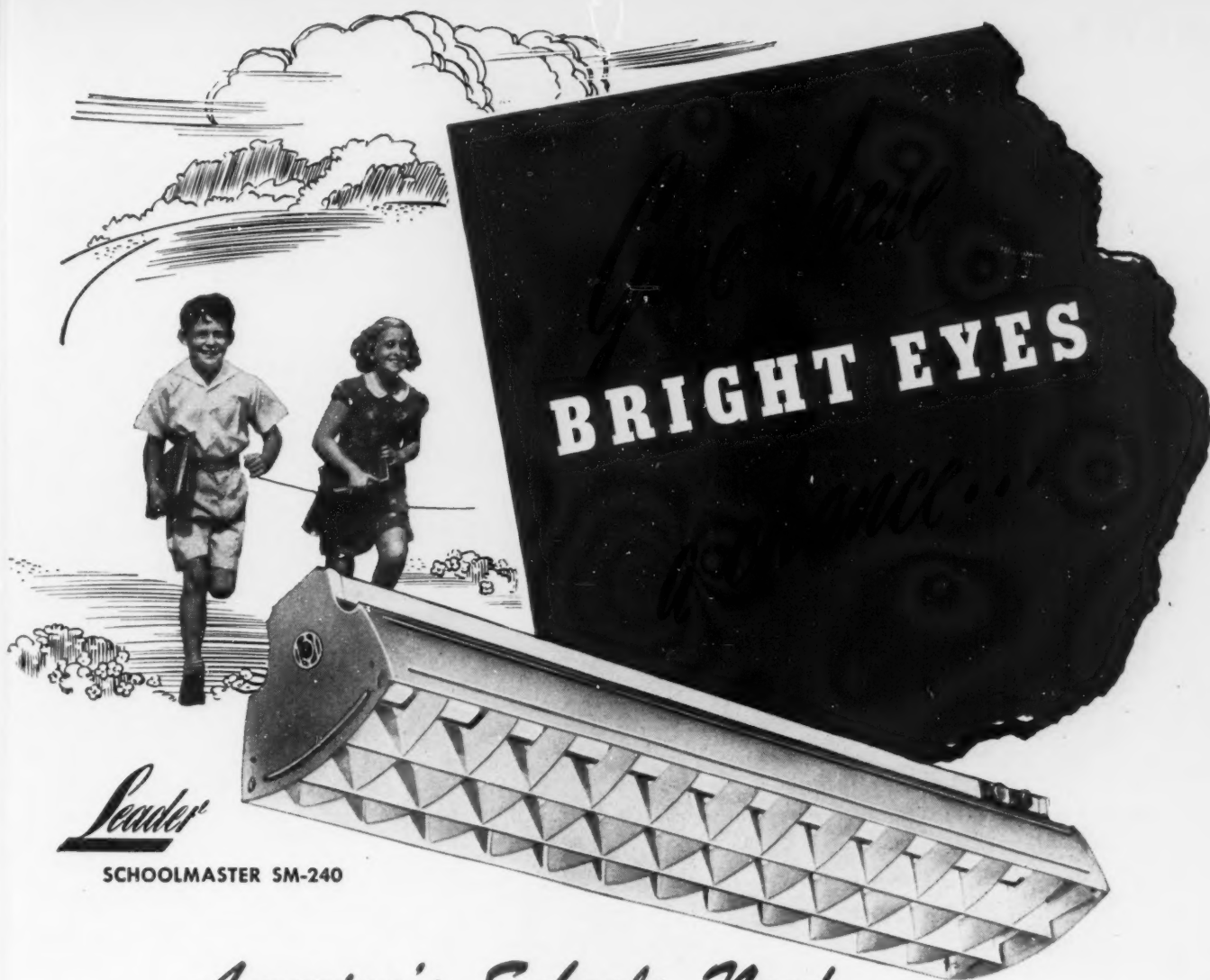


**Write for New School Equipment Catalog**  
*If you have not received your copy of Rowles New Catalog No. 60, send your name and address today.*

**ROWLES**  
School Equipment

**E. W. A. ROWLES COMPANY**  
Arlington Heights, Ill.

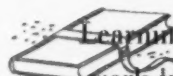
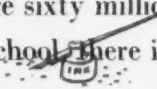




*Leader*

SCHOOLMASTER SM-240

## *America's Schools Need 7 Times their Present Light*

 Learning is first of all a job for eyes, and there are sixty million of them hard at work in our schools today. But, in the average school  there is an actual need for seven times the present light.

The Leader "Schoolmaster" fluorescent fixture has been especially designed and engineered for school room use. Every factor for correct lighting has been carefully incorporated. Added to its high lighting efficiency is the optional feature of a built-in germicidal lamp that successfully combats air-borne bacteria without fear of injury to students' eyes.



Only the best electrical wholesalers and contractors distribute and install Leader fixtures. Investigate the Leader "Schoolmaster" locally, or write

# LEADER ELECTRIC COMPANY

3500 N. KEDZIE • CHICAGO 18, ILLINOIS

WEST COAST FACTORY • 2040 LIVINGSTON ST., OAKLAND 6, CALIF.

## NEWS...

on test selection will be a new general reading test for Grades 6 through 12.

### School Saturday, Too

AUSTIN, TEX.—"Saturdays in Service" is the meaningful title assigned to a series of workshops and study periods inaugurated this fall at the University of Texas College of Education. Seven courses will place emphasis on improving school and community relationships and helping parents and teachers understand children, Dean L. D. Haskew says.

### Laws on Human Rights Compiled

LAKE SUCCESS, N.Y.—Declarations on human rights from twenty-three countries are included in 450 page book, "The Yearbook on Human Rights for 1946," published by the United Nations. The volume took two years to prepare; it will be brought up to date each year.

### English Teachers to Meet

CHICAGO.—"English for Maturity" will be the theme of the convention of

the National Council of Teachers of English, to be held in Chicago November 25 to 27. Five thousand elementary, high school and college teachers are expected to attend. Ways of improving teaching of reading, listening, speaking and writing will be considered, and newest instructional materials exhibited.

### Happier Human Beings Can Be a Science

BOSTON, MASS.—A process of sober research on how to learn to do sober research was recommended to the American Psychological Association meeting here as a means to improve human relations. The thesis was voiced by Dr. Gardner Murphy, urging his associates to apply the scientific method to problems of social structure.

For a start on research with intangible material, he offered these hypotheses:

Personal warmth and affection in early childhood are reflected in a continuing need for stable and satisfying human relationships.

Children who are encouraged to identify themselves with a wide variety of personalities, of different cultural backgrounds, will get along with a wide variety of adults.

Insecurity and personal threat harden the individual to feelings of others, while freedom from insecurity develops "primitive kindness and sympathy."

Toleration and cooperation of childhood carry over into adulthood.

Suspicious attitudes are born of rigid authority.

Less serious moods and work might be a way for the individual to view himself. In the words of Dr. Murphy:

"Human relations will almost automatically be bettered if new ways of perceiving one's situation can be made available, not too solemnly, but with zest and humor, through stories, skits, movies or, better still, actual games, parties, work projects. As the therapist might state the matter, the person may be assisted in a friendly manner to see himself and his associates in an accepting way, parking his defenses and especially his sense of guilt outside the gate."

### Filmstrip for Education Week

WASHINGTON, D.C.—Especially suitable for American Education Week activities, November 7-13, a filmstrip on "Education for All American Children" has been produced by the N.E.A.

# The KEYSTONE Tachistoscope

A flexible device for developing more effective seeing — quicker and more accurate perception, wider visual span, faster recognition, and increased speed and comprehension in reading.

140 leading reading clinics and 1000 school systems use it.



**Economical:** The old-style projector carried only one exposure — the Keystone Overhead Projector makes possible from 6 to 16 exposures of numbers, words, phrases, or sentences.

**It takes very little time**—fifteen minutes a day, two days a week.

*Reports on studies or other information sent upon request.*

**KEYSTONE VIEW COMPANY, Meadville, Pa.**  
SINCE 1892—PRODUCERS OF SUPERIOR VISUAL AIDS

To Start the New Semester!

# 13 New Coronet Films

## GUIDANCE



Everyday Courtesy

## MATHEMATICS



Let's Count

Here are thirteen basic Coronet teaching films which every student should have the opportunity to see. Just completed by Coronet, these outstanding 16 mm. sound-motion pictures are distinguished by superb photography and high fidelity sound recording. And nationally recognized educational collaborators have designed these film-subjects to closely correlate with your curriculum. Each of these

## BUSINESS AND ECONOMICS



What Is a Contract?



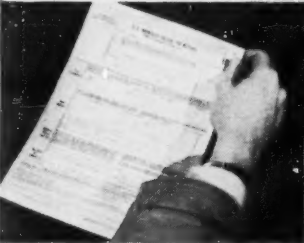
Banks and Credit



Consumer Protection

new Coronet Films is one reel in length, and may easily be secured through Purchase or Lease-Purchase for \$90 in color or just \$45 in black-and-white. They are also available through the nation's leading film-lending libraries. Write to us for complete catalog, or further information on Purchase, Lease-Purchase, Preview prior to Purchase, or Rental Sources.

## SOCIAL SCIENCE



Federal Taxation

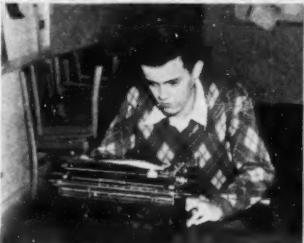


The Malay Peninsula



A Day with English Children

## BASIC STUDY SKILLS



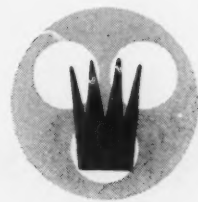
How to Judge Facts



How to Judge Authorities



Find the Information



Building an Outline



How to Write Your Term Paper

# Coronet FILMS

Coronet Building • Chicago 1, Illinois



## NEWS...

### Teacher Loses Fight for Permanent License

NEW YORK.—Henry J. Foner, an army veteran of World War II, was denied a regular teaching license in the New York public school system because he allegedly was "untruthful and evasive" about reported membership in one of the Communist youth organizations.

Mr. Foner, who has been teaching stenography and typewriting on a substitute's license at a high school in

Brooklyn, had waged a two-year fight to obtain a regular license. Dr. Francis T. Spaulding, state education commissioner, upheld the board of examiners' denial of a permanent teaching license to the army veteran.

Three brothers of Mr. Foner, two of them former instructors at City College and the third a clerk formerly employed by the board of higher education, were named in the Rapp-Coudert Legislative Committee's inquiry in 1941. Dr. Philip S. Foner was dismissed as

an instructor by the board in November 1941, while Jack Foner resigned his teaching job in March 1942. Morris Foner was dismissed from his clerk's job in January 1942.

At a hearing conducted by the board of examiners in April 1946, three witnesses testified to Henry Foner's alleged affiliation with the Young Communist League.

### Attacks Supreme Court Religious Education Decision

NEW YORK.—Through the "articulate atheism of one parent" the "rights of all parents to freedom of religious education for their children are in danger of being invaded in this country," Msgr. John S. Middleton, secretary for education of the archdiocese of New York, has charged.

In a sermon at St. Patrick's Cathedral September 12, the priest called upon "all American believers to be intelligently articulate and courageously active in defending the 'primary rights' of parents."

Monsignor Middleton assailed the United States Supreme Court decision of March 8 in the case of Mrs. Vashti McCollum against school authorities in Champaign County, Illinois, as "dangerous and disconcerting."

Mrs. McCollum, an avowed atheist, complained that her son had been "embarrassed" by being the only child in his schoolroom not attending religious classes under a local plan.

In an eight-to-one decision, the Supreme Court upheld the complaint and declared that religious instruction in public school buildings was unconstitutional.

Recently the Public Education Association and other groups have urged repeal of the New York State Department of Education regulations allowing one hour's released time a week for religious education of public school children.

### Qualified Staff

SALIDA, COLO.—Supt. L. A. Barrett believes that the faculty for his school system of a senior and a junior high school and two elementary schools deserves recognition for its advanced training. Eleven of the forty-one staff members have masters' degrees. Of interest, too, is the fact, that thirteen of his sixteen senior high school teachers are men.



*Penetrating*

**SEAL-O-SAN**

**MAKES FLOORS LAST LONGER**

**YOU GET** extra years of use from a wood floor when it is finished with Penetrating Seal-O-San. It takes the wear... protects the wood. Seal-O-San is not only a tough surface finish but also sinks deeply, sealing the cells of the wood. That's why Seal-O-San floors will stand harder use. With the pores sealed, dirt stays on top where it's easily swept away and the floors seldom need scrubbing.

**Write for demonstration and sample.**



**HUNTINGTON LABORATORIES, INC.**

HUNTINGTON, INDIANA • TORONTO



We've

# PROVED

**Its Safety!**

**Its Economy!**

**Its Endurance!**

*Al Esper* Chief of Test Drivers, Ford Motor Company, Says

"Our job is to make sure that every part of every Ford chassis tested by us measures up fully to the performance standards set for it—and Ford engineering sets those standards plenty high! We've 'given the works' to these 1948 chassis," said Mr. Esper. "We KNOW because we've PROVED they're tops in Safety, Economy and Endurance!"



School Bus Body by  
Wayne Body Works, Richmond, Indiana

Let your Ford Dealer show you the advanced *Endurance-Engineering* in the new Ford *Bonus Built* School Bus Safety Chassis! Two great, new, extra-thrifty Ford engines to choose from—V-8 or Six. Every wanted safety feature—extra strength—new spring comfort—new steering ease—added stopping ability.

You'll settle the School Bus question for long years to come by settling on Ford—the Long-Life Champion.

\*Webster's Dictionary definition of word "Bonus"—"Something given in addition to what is usual or strictly due."



## Contract Operators, Schoolmen, Agree on Ford Economy in School Service

### "FORDS FOR EASY, LOW-COST UPKEEP"

"Sixteen of our forty-one school buses at this writing are Fords that have given us as much as 100,000 miles of service. We are thoroughly satisfied. Our mechanics find maintenance work easier."

—H. A. Haden, County Executive, Albemarle County, Va.

### "120,000 MILES BEFORE ENGINE REPAIRS"

"Our service with Ford school bus chassis has been very satisfactory. We have operated many of them well over 100,000 miles with repairs and maintenance very low. The engine in one was driven 120,000 miles before any repairs were necessary."

—Richard Klickert, Klickert Bus Lines, Chicago Heights, Illinois

### "FORDS FOR 14 YEARS... UNUSUAL SERVICE"

"We are justly proud of the six new Ford buses we added last year. For the past 14 years Ford buses have rendered us unusual service—long life, low upkeep and endurance."

—A. B. Whitehead, President Board of Trustees,  
Ind. School District, Minden, Texas

# NEWS...

## Names in News

(Continued From Page 68.)

of schools in Oxford, N.J., has been named supervising principal of the school district at Middlesex, N.J. He succeeds **B. J. Boyer**, who died July 24. **Leon Fisher** is Mr. Mauger's successor at Oxford.

## PRINCIPALS...

**Curtis Howd**, principal of Urbana High School, Urbana, Ill., has accepted

a position with Ball State Teachers College laboratory school, Muncie, Ind.

**G. F. Childress**, formerly high school principal at Celeste, Tex., is the new principal of the Memphis Junior High School, Memphis, Tenn. He succeeds **Mrs. C. S. Compton**.

**Virgil E. Duncan**, principal of Henderson Junior High School, Henderson, N.C., has been elected principal of Stem High School in Granville County, succeeding **J. D. Hales Jr.**, who resigned to return to school work in Wayne County.

**Walter Trott**, director of elementary education for the public schools of Des Moines, Iowa, has resigned to become principal of the Stratford School, Garden City, N.Y.

**Mrs. Marie M. Hughes** is the new principal of the William M. Stewart Training School at the University of Utah, Salt Lake City.

**Keith Henning**, formerly high school principal at Clarinda, Iowa, is the new high school principal at Benton Harbor, Mich.

New principals of six Los Angeles high schools are **Edwin F. Whedon**, University High School; **Jack P. Crowther**, San Pedro High School; **Dova W. Adamson**, Verdugo Hills High School; **Lee Roy Smith**, San Fernando High School; **Arthur G. Andresen**, Canoga Park High School, and **Bertrice N. Baxter**, Hamilton High School.

**H. C. Morehead**, high school principal at Tucumcari, N.M., for ten years, now is principal of the high school at Santa Fe, N.M.

**W. W. McElrath**, principal of Hillside High School, Durham, N.C., has resigned. His successor is **Harold M. Holmes** of Reidsville.

**Ralph V. Blackman**, for the last twelve years director of adult education in Salt Lake City, Utah, has been named principal of South High School, Salt Lake City. He succeeds **DeVoe Woolf**, who died recently.

**Harley Lautenschlager** has been appointed principal of Washington Junior High School, Fort Wayne, Ind.

**A. M. Waltman**, principal of Blakeley School, Mobile, Ala., has been named to the newly created post of supervisor of school transportation.

## OTHERS...

**H. A. Allan**, assistant secretary for business of the National Education Association, will retire December 1. His successor will be **Dr. Karl H. Berns**, now N.E.A. assistant secretary.

**Herbert S. Conrad** of Princeton, N. J., will assume duties October 18 as the new chief of research and statistical service for the U.S. Office of Education. At Princeton University he had served on the College Entrance Examination Board for nearly three years. He has been an educational consultant to the secretary of war and chief of Examination Methods and Statistical Analysis Unit of the U.S. Civil Service Commission. From 1928 to 1945 he was a member of the faculty at

**Less Work Less Wear WHEN PYRA-SEAL IS THERE**

**PYRA-SEAL FLOORS ARE SEALED AGAINST DAMAGE FROM**

**INK**  
**ACIDS**  
**ALKALIS**  
**SCUFFING**

PYRA-SEAL treated floors are as practical and as easily maintained as they're economical. As enduring as they're beautiful.

PYRA-SEAL dries to a hard, lustrous, slip-resistant and long-wearing seal of protection so desirable for floors that must withstand heavy foot traffic yet look their best at all times.

One trial will prove that PYRA-SEAL will protect your floor investment. Write for catalog.

**VESTAL INC.**

ST. LOUIS • NEW YORK





These photographs show how PC Prism Glass Blocks are used—with a vision panel of standard sash—in the Metz Elementary School, Austin, Texas. Outwardly, the PC Glass Block panels harmonize attractively with the building's modern design. Inwardly, the lighting panels divert incident daylight to the reflecting ceiling, whence it is diffused and distributed evenly over task areas. Architects; Page, Southerland & Page, Austin, Texas.

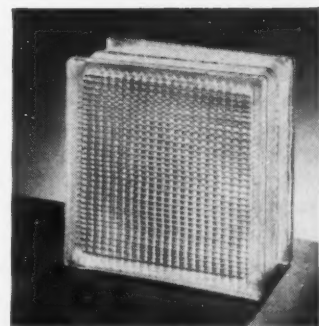
## Better lighting at lower cost is one way PC Glass Blocks pay for themselves

• Functional PC Glass Blocks distribute an ample supply of diffused daylight over large classrooms. They prevent excess brightness near light sources. They can direct light to areas far from lighting panels, thus reducing the cost of artificial lighting.

In addition, PC Glass Blocks possess insulation values that reduce heating and air-conditioning costs. They dampen disturbing sounds. And panels of PC Glass Blocks can be kept clean easily and economically. These are some of the ways in which PC Glass Blocks pay for themselves in school buildings over a period of years.

Our technical staff will be glad to discuss your school lighting problems with you, to show you how you can use PC Glass Blocks to the best advantage, in stairwells, corridors, gymnasiums, auditoriums, swimming pools and cafeterias.

Meanwhile, why not send for our illustrated, descriptive booklet? It shows a wide variety of installations of PC Glass Blocks in schools and other public buildings. Just fill in and mail the convenient coupon and we shall be glad to send you a free copy. Pittsburgh Corning Corporation also makes PC Foamglas Insulation.



You can now get prompt delivery on all the popular patterns and sizes of PC Glass Blocks. New construction — and reconstruction — can proceed on schedule. You don't have to wait for hard-to-get metal.

**PC GLASS BLOCKS . . . the mark of a modern building**



# GLASS BLOCKS

Distributed by PITTSBURGH PLATE GLASS COMPANY

by W. P. Fuller & Co. on the Pacific Coast and by Hobbs Glass Ltd. in Canada

FOR ADDITIONAL INFORMATION SEE OUR INSERTS IN SWEET'S CATALOGS.

Pittsburgh Corning Corporation  
Room 699-8, 682 Duquesne Way  
Pittsburgh 22, Pa.

Please send along my free copy of your new book on the use of PC Glass Blocks for schools and other public buildings. It is understood that I incur no obligation.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_



#### REDUCE PERSONNEL TURNOVER:

Continual hiring, training and rehiring of maintenance workers is costly. You can help reduce this waste with a HILD Floor Machine. This machine's precision balance and self-propelled action enable it to do the job faster and easier. This lightens every routine maintenance job. Helps keep employees satisfied.

#### REDUCE FLOOR DEPRECIATION:

The HILD Floor Machine prevents needless wear caused by *incomplete* maintenance. The machine has easily interchangeable attachments to do the *complete* job. It will scrub, wax, polish, buff, sand, steel-wool, or grind.

#### PREVENT ADVERSE IMPRESSION:

Bright, clean, lustrous floors make an excellent impression on the public. The HILD Machine's effortless handling encourages frequent, complete maintenance... enables you to keep floors always in the peak of condition... reduces the "hidden costs" resulting from loss of prestige.



WRITE FOR  
FREE  
CIRCULAR

**HILD FLOOR MACHINE CO.**  
1313 W. Randolph St., Dept. 5C-10, Chicago 7, Ill.

## NEWS...

the University of California, Berkeley. Earlier he taught at Columbia University.

Mrs. Evelyn Spencer, Washington state supervisor of certification, has retired after serving education in Washington since 1900. Prior to eight years on the staff of the State Department of Public Instruction, she had been a county superintendent and an elementary principal. As Island County superintendent early in the century, she made the rounds of the district by horse and buggy or by steamer. She remembers reaching shore sometimes in a rowboat at stops too small for a steamer to dock. A 5 mile hike through the woods to some two-room schoolhouse was not unusual. Earlier, she had taught rural and village schools in Michigan. Mrs. Spencer has been succeeded in the state department by Miss Boydie Rich, her former assistant.

W. E. Sears is the new director of the Missouri Training Schools. He was formerly director of field service for the Iowa State Education Association and had previously served the state department as director of certification and high school supervisor. During the war, he served the navy as director of the Office of Naval Officer Procurement in Washington, D.C., being discharged with the rank of lieutenant-commander. His successor as I.S.E.A. field director is Kenneth Jonson, who also is director of I.S.E.A. professional relations and its employment information service.

Herbert S. Hill has retired as state director of agricultural education in Maine. He had been a teacher and administrator in Maine schools for forty-four years.

Julian A. McPhee has resigned as state director of vocational education for California, effective December 31. He will serve full time as president of California State Polytechnic College, San Luis Obispo, beginning January 1.

W. P. King, executive secretary of the Kentucky Education Association for the last fifteen years, has resigned from that position. His successor is John W. Brooker, a member of the staff.

#### IN THE COLLEGES...

Harry S. Ganders, dean of the school of education and acting dean of the

graduate school, Syracuse University, Syracuse, N.Y., will lecture on objectives and organization of American education during the fall term at the Institute of Education, University of London, and Birmingham, Leeds, Oxford and Edinburgh. During his absence, Dr. C. W. Hunnicutt, professor of elementary education, will be acting dean of the school of education.

Dr. Harvey Henry Davis is the new executive dean of the division of research and teaching and dean of the graduate college at the University of Iowa. E. T. Peterson, who, since the fall of 1947, served as executive dean of the division and acting dean of the graduate college, has returned to the deanship of the college of education. Paul J. Blommers, acting dean of the college of education, will resume his professorship in education.

Frank L. Sievers, Nebraska state supervisor of guidance services in the department of vocational education for the last two years, is now associate professor at the University of Maryland, College Park.

John Morton, on leave of absence as dean of education at Eastern Montana State Normal School, Billings, is in Korea for the United States government.

#### DEATHS...

Raymond Hyson, superintendent of schools in Baltimore County, Maryland, died recently.

Henry J. Gerling, 78, superintendent of instruction of St. Louis public schools from 1929 to 1949, died at his home in Glendale, Mo., of a heart attack.

Arthur D. Arnold, 77, former superintendent of public schools in Passaic, N.J., died at his home in St. Petersburg, Fla.

Charles A. Beard, 73, historian and professor of politics at Columbia University, died September 1 in New Haven, Conn. He was the author of some thirty books on American history.

George W. Dudley, superintendent of schools in Sarpy County, Nebraska, died recently.

Benjamin W. Frazier, 56, senior specialist in the U.S. Office of Education since 1932, died September 15 after a short illness. Before going to Washington in 1927, he had been an administrator and teacher in Alabama, Tennessee, Oklahoma, California and New York City.

Send for your  
**FREE COPY**

School Department, Luminall Paints  
Chicago 9, Illinois

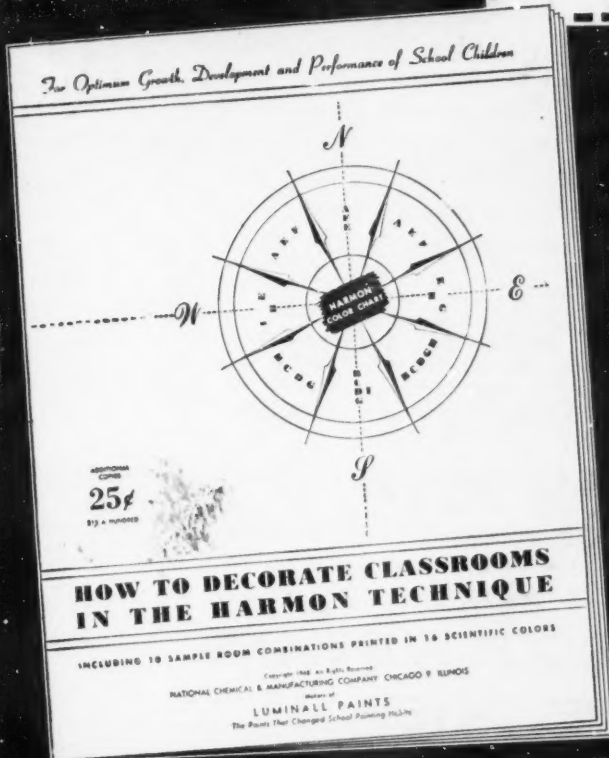
Please send me a FREE copy of "How to Decorate Classrooms in The Harmon Technique" including 10 sample room combinations printed in 16 scientific colors.

NAME.....

TITLE AND SCHOOL.....

STREET.....

CITY..... STATE.....



## Every School Official Needs a Copy of "HOW TO DECORATE CLASSROOMS IN THE HARMON TECHNIQUE"

With this booklet, just off the press, you can duplicate the painting of schoolroom walls and ceilings as recommended by Dr. D. B. Harmon. The Harmon Technique has produced remarkable educational and physical betterments in school children as shown at Rosedale (Austin, Tex.) and elsewhere.

This booklet greatly simplifies the decorating procedure of the Harmon Technique. You follow the directions in each of five steps. A chart indicates approved color combinations from which you make your selections; 16-color printing shows you the colors and how they will look on the wall; complete formulas are given for mixing the paint colors and applying Luminall Paint.

The Harmon Technique is scheduled to be discussed editorially in several leading national magazines. Luminall paints' own advertising to the general public on the Harmon Technique will appear shortly.

Send today for your Free copy of "How to Decorate Classrooms in The Harmon Technique." Additional copies may be purchased at 25c each ... or \$15 per hundred copies.

SCHOOL DEPARTMENT, LUMINALL PAINTS  
CHICAGO 9

**VISIT OUR EXHIBIT**  
at Association of School Business Officials  
St. Louis, Missouri  
**October 10-14, 1948**



the light-reflective  
paint for interiors

# LUMINALL





# Look at your FLOORS

★ Can you truthfully say, "I'm proud of my floors. Their safety, their beauty and cleanliness can not be excelled"? Thousands of school administrators and men of the custodial profession are saying this because they used and are still using Hillyard floor treatment and maintenance products for they are materials that have proven "quality products are the most economical in the long run." Every product in the Hillyard line is made especially for a certain use to restore problem floors and make them lastingly beautiful.



★ Send for the NEW book "Job Specifications", on proper maintenance of floors, full of information and methods on proper materials that will save floor surfaces, write for your copy now, IT IS FREE.



Hillyards maintain a Nation-wide service of floor treatment "Maintaineers", if you have any floor or sanitation problem call or wire us for the "Maintaineer" nearest you, his advice is yours for the asking and at no obligation on your part.

## HILLYARD SALES COMPANIES

470 Alabama St.  
San Francisco 10, Calif.

DISTRIBUTORS HILLYARD CHEMICAL CO. ST. JOSEPH, MO. BRANCHES IN PRINCIPAL CITIES

1947 BROADWAY,  
NEW YORK 23, N. Y.

### At Last . . .

### AN INDOOR AUTOMATIC CLOTHES DRYER . . . . .

Ideal for drying gymnasium equipment [towels, uniforms, etc.]. Perfect for Home Economics classes.

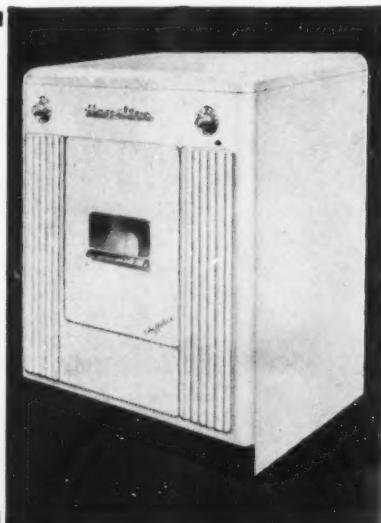
**Simple to Operate** . . . Toss the clothes into a **Hamilton** Automatic Fluff-Dri Clothes Dryer . . . Snap on the switch! The tumbler action gently revolves the clothes in clean, warm air.

**Fast** . . . The **Hamilton** Automatic Fluff-Dri Clothes Dryer dries up to 12 pounds of wet clothes in 15 to 25 minutes . . . ready for ironing.

**Safe** . . . An automatic thermostat shuts off the heating element, making it impossible to damage clothes.

**Compact** . . . The **Hamilton** Automatic Fluff-Dri Clothes Dryer requires 31"x27 1/2" floor space. Made for use with either gas or electricity.

AVAILABLE FOR FALL DELIVERY . . .  
SEND FOR COMPLETE INFORMATION

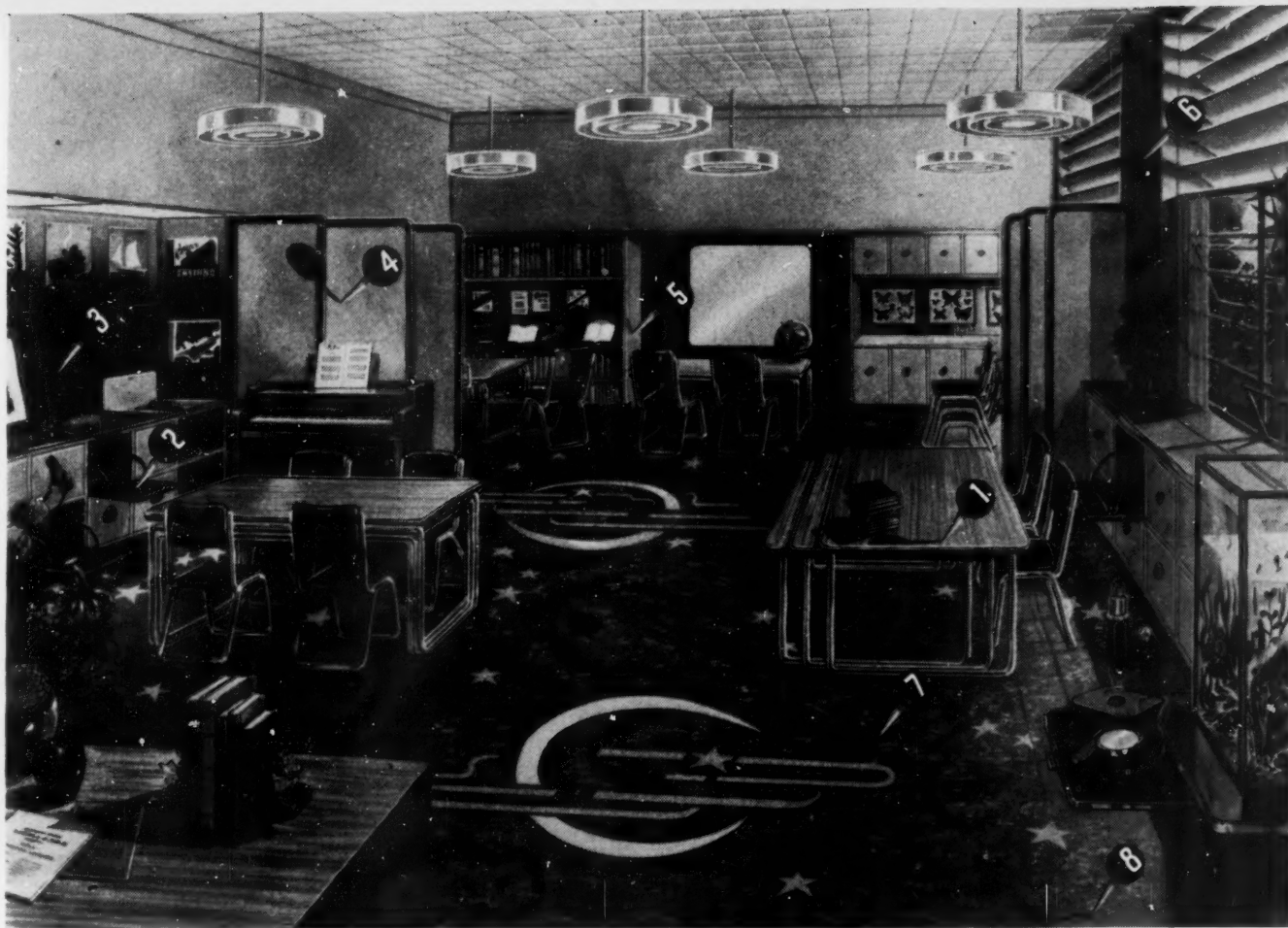


**Hamilton Manufacturing Company, Two Rivers, Wis.**

Please send complete information on the Hamilton Fluff-Dri Clothes Dryer to:

Name . . . . . Position . . . . .  
School . . . . . Address . . . . .  
City . . . . . Zone . . . . . State . . . . .

**HAMILTON**  
Manufacturing Company  
Two Rivers  
Wisconsin



## IDEAS for an up-to-date schoolroom

NEW methods of teaching need new schoolrooms. That's what the makers of Armstrong's Linoleum found when they looked into the requirements of today's educational system. Classroom flexibility is of the utmost importance. Children are learning by doing. They practice storekeeping, plan model towns, paint and build, work with growing and living things. Schoolrooms must be adaptable to these varied activities.

After gathering the suggestions of teachers, educational advisors, and school supervisors, Armstrong designers set about planning this model schoolroom. In it we hope you will find ideas adaptable to your schools—ideas that will allow latest educational methods to be used to best advantage. The pins highlight some of the main features.

1 Elementary classrooms require a floor area that can be easily cleared for group activities. Here maximum floor area is obtained by nesting chairs and tables. Varied furniture size assures good posture for all pupils. Nesting furniture makes it easy to clean the room.

Individual lockers give each pupil place for storing personal schoolbooks and unfinished work. Lockers are painted different colors for easy ownership identification. Drop fronts act as shelves when open, aid in getting material in and out.

3 Cork tack boards above lockers give teacher a prominent place to display pupils' work. Displayed material is illuminated by lighting which is concealed in the overhead soffit. The lower half of the tack board is in sections which can

be tilted and used as easels. Radio phonograph is built in along wall next to piano.

4 By pulling out telescoping screens the room can be separated into three distinct work areas. This permits teacher to conduct groups in three different activities. Screens also serve as wings when the end of the room is used as a stage.

Set off at one end of the room is a library reading corner and special work center. Library has ample book space, tack boards, inclined ledge to hold large volumes. Work center section contains sink, drinking fountain, and large work area. Counter is covered with Armstrong's Linoleum to protect against splashing.

6 Large windows extend to ceiling. Upper sections have aluminum louvers that prevent glare, help distribute light throughout room. For movies,

louvers can be closed and draperies drawn.

7 Attractive light colors in the classroom have been found to be highly beneficial. In this schoolroom the entire color scheme is based around a custom-designed floor of Armstrong's Linoleum. From a practical standpoint, too, linoleum is well suited to schoolrooms, as it is to almost every type of building, public or private. It is durable, lasts for years even under heavy traffic. Upkeep is simple and low in cost—an occasional mopping and waxing keep Armstrong's Linoleum looking clean and new. Your local merchant will gladly help you plan a colorful and practical Armstrong Floor.

Send for free portfolio. To help you adapt to your own school the features you find most practical in this model schoolroom, we have prepared a free "IDEAS" Portfolio. In it you will find detailed sketches and descriptions of the many interesting features in the schoolroom, as well as suggestions for effective use of Armstrong's Linoleum. Write Armstrong Cork Company, Floor Division, 3710 State St., Lancaster, Pa.



Created as a service to the schools of the nation in collaboration with representatives of the National Education Association by the makers of

### ARMSTRONG'S LINOLEUM FLOORS

Custom Laid or



Standard Design



## The Simplest Way TO CARE FOR WAXED FLOORS Between Refinishings

This method—*steel-wooling*—is the simplest way to care for waxed floors because it provides for dry cleaning and polishing in a single, labor-saving operation. And *steel-wooling*, if done at regular intervals, also is the most effectual way to prevent waxed floors from becoming dull and dingy between periodic refinishinges . . . to keep them at their lustrous best!

You can further the economy of *steel-wooling* by choosing *Finnell Steel-Wool Pads*. *Finnell Pads* are *Welded* for longer wear. *Welded construction* gets all the wear out of all the material! . . . *triples* the life of the pad by allowing it to wear *evenly* and by preventing shredding and bunching. *Finnell Pads* are self-adjusting, and can be used on any fibre brush, with any disc-type machine. Come in 7 sizes, 4 grades.

The machine shown above is a 600 Series *Finnell* that wet-scrubs, applies wax, polishes, scrubs rugs, steel-wools, dry-scrubs, sands, and grinds!

For consultation, demonstration, or literature, phone or write nearest *Finnell* branch or *Finnell System, Inc.*, 210 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.



**FINNELL SYSTEM, INC.**

*Planners and Specialists in*  
FLOOR-MAINTENANCE EQUIPMENT AND SUPPLIES

BRANCHES  
IN ALL  
PRINCIPAL  
CITIES



## Learning RIGHT with the RIGHT Blade

ATKINS  
*Silver Steel*  
SAWS

"Learning right" is largely a matter of confidence . . . and Atkins "Silver Steel" Hacksaw Blades help the student gain that confidence sooner. Because they cut accurately and easily, he turns out good work almost from the beginning. With pride of workmanship comes the eagerness to learn more, that simplifies the teacher's job. Atkins help school budgets, too. Their famous special-process "Silver Steel" means extra service under the toughest use a busy shop can give them. From any angle, Atkins is the *right blade* to specify.

# ATKINS



**E. C. ATKINS AND COMPANY**

Home Office and Factory: 402 S. Illinois Street, Indianapolis 9, Ind.  
Branch Factory: Portland, Oregon

Branch Offices:

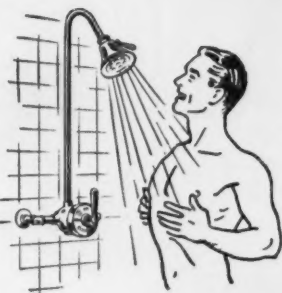
Atlanta • Chicago • New Orleans • New York • San Francisco

MAKERS OF BETTER SAWS FOR EVERY CUTTING JOB





**TYPE H MIXER**  
For concealed piping  
Dial diameter 6"



**TYPE H  
Thermostatic  
MIXER**

For exposed piping  
Dial diameter 3 1/4"

**CAPACITY**  
6 to 10 gallons per  
min. at 45 lbs. pressure  
1/2" pipe connections

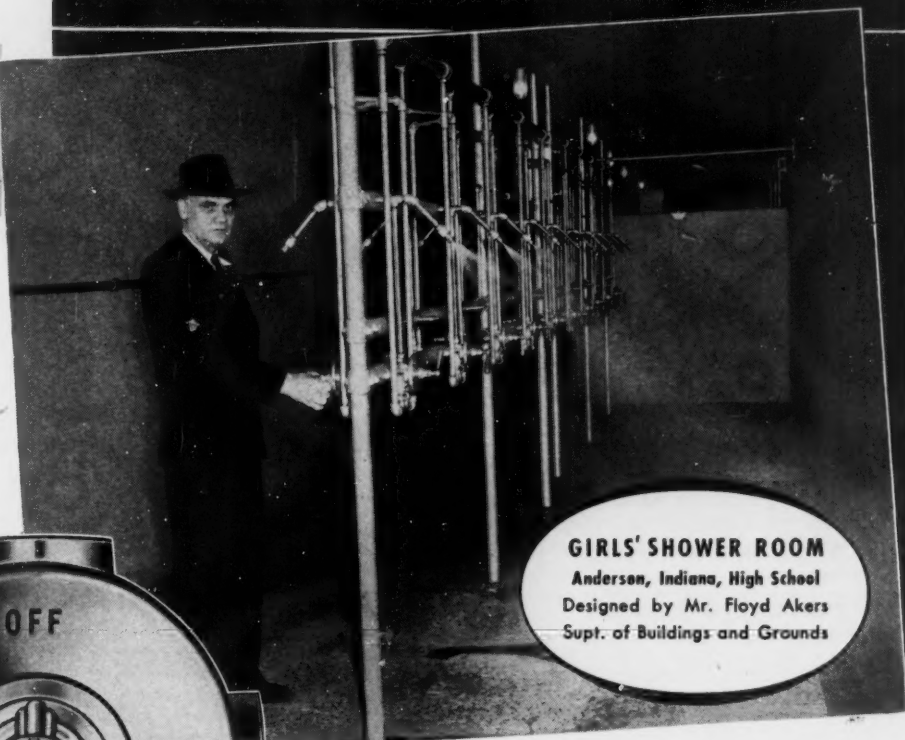


**ONLY ONE MOVING PART**  
SIMPLICITY and durable construction insure many years of efficient carefree operation. Mixer body is made of bronze and parts subject to wear have a hard chromium finish.

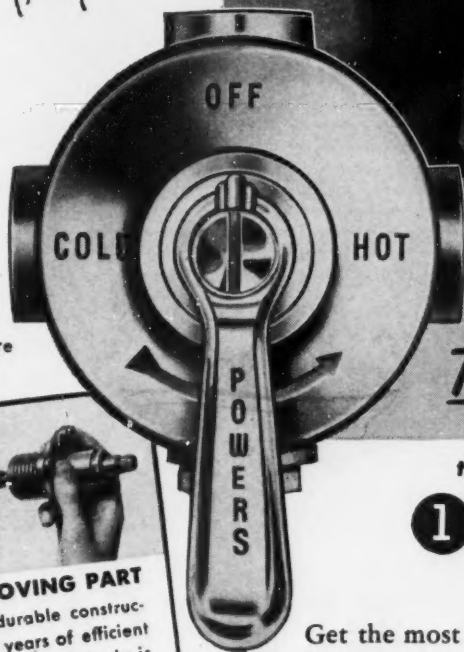
**CONTROL WITHIN 1/2°F.**  
reported by users. Is widely used in Hospital hydrotherapy, X-Ray and Color Film Developing.

*The  
Safest  
Shower Mixers  
ARE MADE BY*

## CAN YOU *Top This* ECONOMICAL 20 SHOWER LAYOUT?



**GIRLS' SHOWER ROOM**  
Anderson, Indiana, High School  
Designed by Mr. Floyd Akers  
Supt. of Buildings and Grounds



## Just the type of job for **POWERS** *Thermostatic* SHOWER MIXERS

they are **SAFE** against scalding caused by

**1 PRESSURE or 2 TEMPERATURE**

fluctuations in water supply lines

Get the most for your shower mixer dollars. Keep shower users happy and safer. Install POWERS Mixers.

Being thermostatic they hold shower temperature constant wherever set regardless of **temperature or pressure** changes in water supply lines. They are safe **both** ways.

More economical too. They speed up bathing. No hot or cold water is wasted while bathers wait for a shower at the right temperature.

Write for Circular H48, it describes the safest shower mixer made.

CHICAGO 14, ILL. 2754 Greenview Ave. Phone BUCKingham 1-7100  
NEW YORK 17, N. Y. 231 East 46th St. Phone ELdorado 5-2050  
LOS ANGELES 5, CAL. 1808 West Eighth St. Phone Drexel 2394

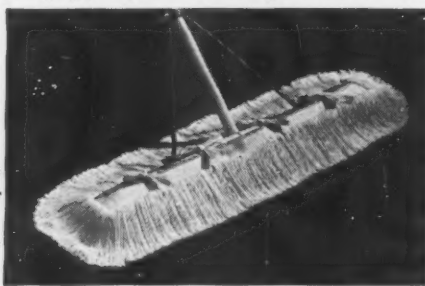
48HE

**THE POWERS REGULATOR CO.**

OFFICES IN 50 CITIES • SEE YOUR PHONE BOOK

Over **55 Years** of Water Temperature Control

**REDUCE** the cost of mopping  
class-room, gym, and all your floors



## "BIG X" DUST MOPS

made in various widths especially for school requirements

"BIG X"—a giant mop that keeps large-area floors spick and span with a minimum of time consumption. "BIG X" glides smoothly over floor surfaces; snatches up dust on contact. Husky—wears longer, too. Can be removed from block for washing! Order—and insist on getting—"BIG X" Dust Mops. Your supply jobber has them or can get them for you from



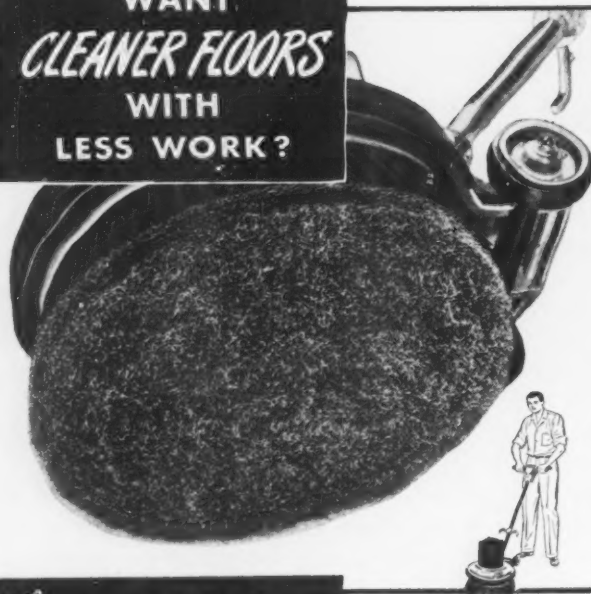
**AMERICAN STANDARD MANUFACTURING CO.**

MEMBERS OF THE NAT. SANITARY SUP. ASSOC. INCORPORATED 1908  
CHAS. E. KREBS AND WALTER O. KREBS

2505 SOUTH GREEN ST.

CHICAGO 8

**WANT  
CLEANER FLOORS  
WITH  
LESS WORK?**



Use **BRILLO**  
SOLID DISC STEEL WOOL  
FLOOR PADS

Wet or dry scrub, smooth, buff, polish. BRILLO resilient solid-disc pad hardens floor finish, keeps it bright longer. Cost is low—saves time, too.

MAIL TODAY!

Brillo Mfg. Co., Inc., Dept. N, 60 John St., Brooklyn 1, N. Y.  
Please send FREE folder on BRILLO Steel Wool FLOOR PADS.

Name \_\_\_\_\_

Street \_\_\_\_\_

City & State \_\_\_\_\_

Reasonably  
Quick  
Deliveries

## ★ TANGLEPROOF MOP STICKS

by

**GEERPRES**

Producers of the  
Mopping Equipment  
with the amazing  
service record

★ No Screws  
or Clamps

★ Nothing to  
Wear Out

★ Accommodates  
Any Size Mop  
16 to 36 oz.

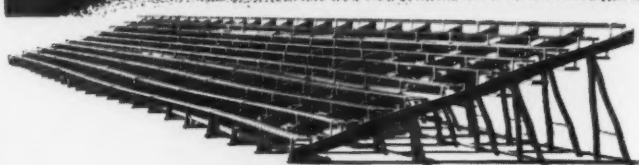
★ Self-adjusting  
Spring Tension  
holds mop securely



Write for  
Catalog 946

**GEERPRES WRINGER, INC.** P. O. BOX 658  
Muskegon, Mich.

## SEATMOR



## PORTABLE BLEACHERS

**IMMEDIATE  
DELIVERY!**

★  
SIZES TO FIT YOUR  
EXACT NEEDS

★  
WIRE, PHONE  
OR WRITE

**UP IN A HURRY.** Designed for indoor or outdoor use. Quickly moved. Easy to erect or knock down. Compactly stored.

**STRONG.** Engineered for safety. Spectator weight is evenly distributed. Lock-fitting construction insures rigidity. Weather-resistant. All metal parts galvanized or cadmium plated to prevent rust.

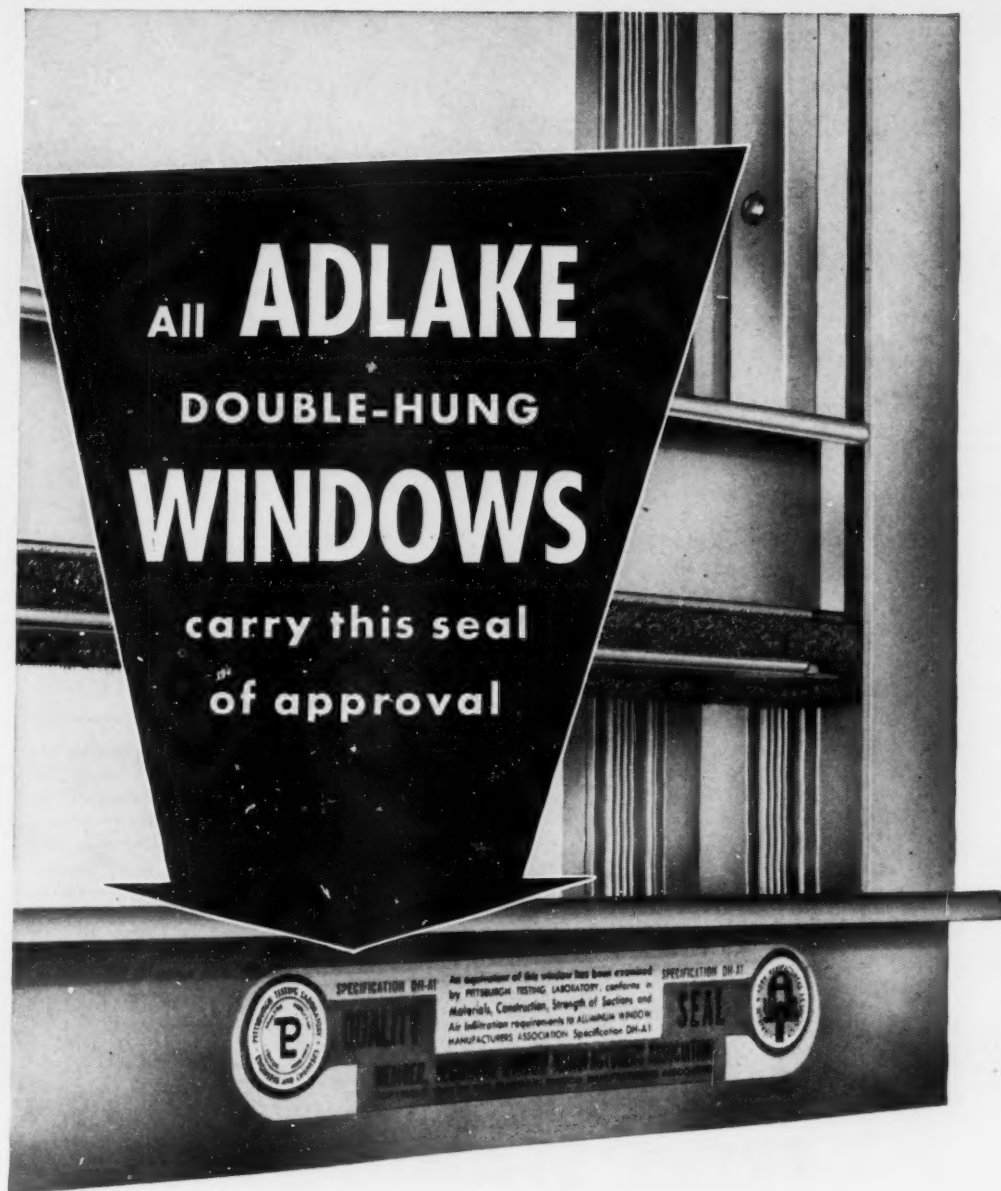
Manufactured in the great Pacific Northwest where the timber grows by **TIMBER STRUCTURES, INC.**, famed engineers and designers of timber products.

Seatmor Telescoping Bleachers also available

**FRANK D. COHAN**

NATIONAL DISTRIBUTOR

516 S. W. Main Street Portland 4, Oregon



## --and meet all the specifications of the Aluminum Window Manufacturers' Association

The seal you see on every Adlake double-hung Aluminum Window is your guarantee of quality. It means that the window has met all specifications of the Aluminum Window Manufacturers' Association for quality of materials, soundness of construction, strength of sections, and air infiltration requirements.

This seal means you can install Adlake Aluminum Windows with confidence. It is concrete evidence that when you buy Adlake

Windows, you are getting the most for your money—in long life, good looks, easy operation. Adlake Windows *pay for themselves* within a short time through *eliminating* expensive maintenance costs. No maintenance is required—no painting, nothing but routine washing.

Write today for complete data. Address: 1104 N. Michigan, Elkhart, Ind. No obligation, of course.

### THE Adams & Westlake COMPANY

Established 1857  
ELKHART, INDIANA  
New York • Chicago





TIP TO  
LUNCHROOM  
MANAGERS



## EXTRA RICH BROWN COLOR IN ROAST AND GRAVY



**DON'T** let those precious roasts shrink and shrivel away under high oven heat. *Slow-roast* them and cut down meat-shrinkage. You'll find a roast actually yields more servings than you would get if it were roasted the former high-temperature way. There's greater retention of nutritive values, too.

**—here's all you do  
to add rich brown color**

Just brush the meat, before roasting, with Kitchen Bouquet and it will come out of the oven with a luscious, rich brown

crust. Be sure to add Kitchen Bouquet to the gravy, too, for *extra* rich brown, appetizing color and stepped-up flavor.

**Made of garden-fresh vegetables,  
herbs and spices**

Kitchen Bouquet contains no artificial flavorings to "smother" food flavor, but brings out—enhances—the true rich taste of the meat. Works wonders with inexpensive stews, meat loaves and casserole dishes. Just *try* Kitchen Bouquet and you'll never be without it. Send today for generous Free Offer below.

### KITCHEN BOUQUET

USED BY GOOD COOKS AND CHEFS  
FOR OVER 70 YEARS



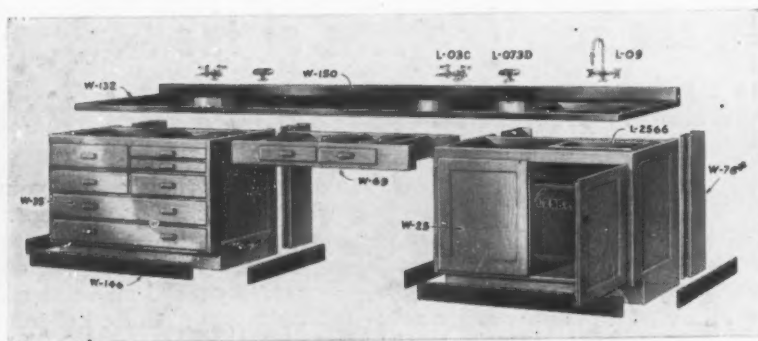
At your grocer's  
in 2 and 4-oz.  
sizes. For Pints,  
Quarts and  
Gallons, call  
your institu-  
tional supplier.

# Free!

**Quantity Recipes and 4-oz. bottle**

**Kitchen Bouquet.** Just drop penny post card to  
Kitchen Bouquet, Grocery Store Products Co. (Incorporated)  
Dept. NS-10, 480 Lexington Ave., New York 17, N. Y.

## Made to Order FROM STANDARD UNITS



Now you can design equipment for your own needs—from standard unit parts. Choose from a wide range of proved *Hamilton* sections. Arrange them in any combination. The illustration shows how a typical table is made up of standard parts. These standard parts are available in either wood or steel, whichever you prefer. Saves delivery time. Saves you the cost of special construction.

### Hamilton Manufacturing Company

Two Rivers

Wisconsin

Hamilton Manufacturing Company  
Two Rivers, Wisconsin

NS-10-48

Please send me complete information on Hamilton Standard Laboratory Units.

Name.....

Position..... School.....

Address.....

City..... Zone..... State.....

Let Manley tell you how

# POPCORN PROFITS

WILL GIVE YOU A BETTER  
EQUIPPED SCHOOL!



SOME OF THE  
ADVANTAGES YOU  
GAIN WITH  
**Manley**  
POPCORN PROFITS



**UNIFORMS**—all you need for athletic uniforms and equipment can be bought with popcorn profits



**INSTRUMENTS**—Band and Orchestra instruments can be had through money made on popcorn.



**GYMS, EQUIPMENT AND SWIMMING POOLS** are easily acquired through a popcorn profit program.



**AUDITORIUM** scenery and curtains, sound equipment and movie projectors are obtainable through popcorn earnings.



**CHEMISTRY** laboratories are desirable but expensive to equip. Popcorn profits will secure one for your school.

Your school can be a better school  
—Thanks to Manley POPCORN PROFITS.

## Here's what progressive educators say about School Popcorn profits

"Manley popcorn profits gave us additional instruments and new uniforms for our band", says one midwestern principal. "Our senior class bought a new auditorium curtain and scenery with money they made from popcorn", writes another principal from the south. A Superintendent of Schools states: "Several schools in our system equip all their athletic teams with popcorn earnings." So it goes, educators everywhere who know how important these "extra curricular activities" are to young people, endorse popcorn as a wholesome and profitable means to a better equipped school.

## Manley GIVES YOU ALL YOU NEED FOR PROFITABLE POPCORN SALES

- World's most fully automatic Popcorn Machine. Any novice can turn out professional popcorn with a Manley.
- Manley supplies, such as Popcorn, Seasoning and Salt are the purest on the market assuring you of a wholesome product for student consumption.
- Manley's famous candy striped nationally advertised Bags and Boxes are the symbol of good taste everywhere and are available in all desirable sizes.
- Manley methods of operation are explained in a new 64 page book which is available to you free of charge. Complete instructions for operating a profitable popcorn business in your school.

© 1948 MANLEY INC.

**Manley, Inc.**

"THE BIGGEST NAME IN POPCORN"

SALES  
and  
DISTRIBUTION  
OFFICES

Chicago, Ill.  
Cleveland, Ohio  
Dallas, Texas  
Denver, Colo.  
Detroit, Mich.  
Houston, Texas  
Los Angeles, Calif.  
New York, N.Y.  
Philadelphia, Pa.  
Pittsburgh, Pa.  
Portland, Ore.  
San Francisco, Calif.  
Seattle, Wash.  
St. Louis, Mo.  
Washington, D.C.

Indianapolis, Ind.  
Kansas City, Mo.  
Los Angeles, Calif.  
Miami, Fla.  
Minneapolis, Minn.  
New Orleans, La.  
New York, N.Y.  
Oklahoma City, Okla.  
Philadelphia, Pa.  
Pittsburgh, Pa.  
Portland, Ore.  
San Francisco, Calif.  
Seattle, Wash.  
St. Louis, Mo.  
Washington, D.C.

St. Paul, Minn.  
Tampa, Fla.  
Tulsa, Okla.  
Wichita, Kan.

Albuquerque, N.M.  
Birmingham, Ala.  
Butte, Mont.  
Cincinnati, Ohio  
Columbus, Ohio  
Dayton, Ohio  
Des Moines, Iowa  
Evansville, Ind.  
Grand Rapids, Mich.  
Hartford, Conn.  
Hollywood, Fla.  
Indianapolis, Ind.  
Jacksonville, Fla.  
Knoxville, Tenn.  
Little Rock, Ark.  
Long Beach, Calif.  
Los Angeles, Calif.  
Louisville, Ky.  
Memphis, Tenn.  
Miami, Fla.  
Milwaukee, Wis.  
Minneapolis, Minn.  
Mobile, Ala.  
Montgomery, Ala.  
Newark, N.J.  
New Orleans, La.  
New York, N.Y.  
Oklahoma City, Okla.  
Omaha, Neb.  
Philadelphia, Pa.  
Pittsburgh, Pa.  
Portland, Ore.  
San Francisco, Calif.  
Seattle, Wash.  
St. Louis, Mo.  
Tampa, Fla.  
Tulsa, Okla.  
Wichita, Kan.

Albuquerque, N.M.  
Birmingham, Ala.  
Butte, Mont.  
Cincinnati, Ohio  
Columbus, Ohio  
Dayton, Ohio  
Des Moines, Iowa  
Evansville, Ind.  
Grand Rapids, Mich.  
Hartford, Conn.  
Hollywood, Fla.  
Indianapolis, Ind.  
Jacksonville, Fla.  
Knoxville, Tenn.  
Little Rock, Ark.  
Long Beach, Calif.  
Los Angeles, Calif.  
Louisville, Ky.  
Memphis, Tenn.  
Miami, Fla.  
Milwaukee, Wis.  
Minneapolis, Minn.  
Mobile, Ala.  
Montgomery, Ala.  
Newark, N.J.  
New Orleans, La.  
New York, N.Y.  
Oklahoma City, Okla.  
Omaha, Neb.  
Philadelphia, Pa.  
Pittsburgh, Pa.  
Portland, Ore.  
San Francisco, Calif.  
Seattle, Wash.  
St. Louis, Mo.  
Tampa, Fla.  
Tulsa, Okla.  
Wichita, Kan.

### Manley POPCORN IS NUTRITIOUS

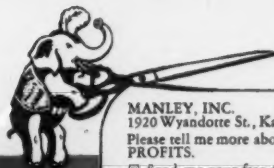
Of the 1281 edible foods covered in the U. S. Department of Agriculture's bulletin "Approximate Components of American Food Material", popcorn is shown to have higher food energy value than 1123 of the foods listed. When popped in seasoning it has 1825 heat energy units per pound. Good for teeth, gums and digestion, popcorn adds important roughage to the diet.

### Manley POPCORN IS PROFITABLE

Even with the generous servings you naturally would give your students, popcorn earns approximately 80% profit. A constant source of revenue for school projects. Experience is unnecessary; any student can operate a Manley POPCORN MACHINE.

### Manley POPCORN IS POPULAR . . . EASY TO SERVE

Popcorn not only meets all the pure food requirements set forth by prominent dieticians but it is a popular favorite with students everywhere. The Manley Machine is easy to operate . . . easy to keep clean.



MANLEY, INC. Dept. NS-1048  
1920 Wyandotte St., Kansas City 8, Mo.  
Please tell me more about SCHOOL POPCORN PROFITS.

☐ Send me your free 64 page book which tells how to start and how to operate a school popcorn program.

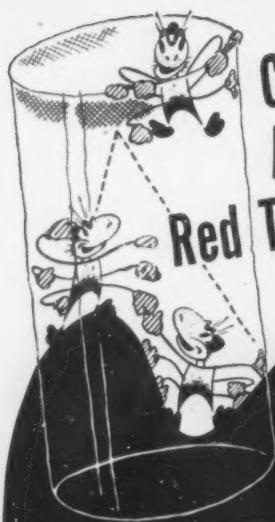
☐ Have your representative call.

Your Name .....

Business Name .....

Address .....

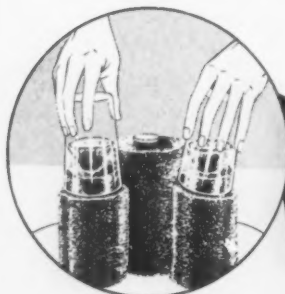
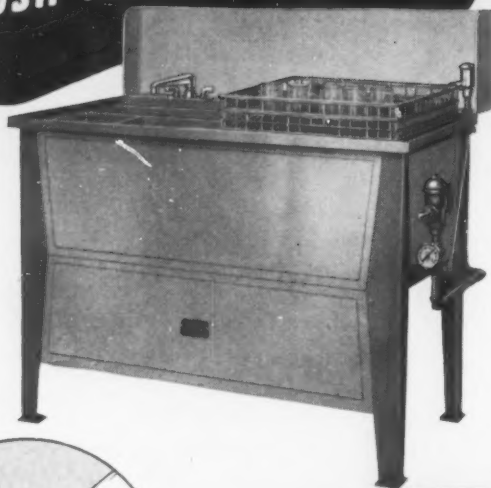
City ..... Zone ..... State .....



Customers Rebel  
Against the sickly  
Red Tinge of Lipstick!\*

GET GLASSES  
CLEAN WITH A

**BLAKESLEE**  
BRUSH TYPE GLASS WASHER



CLEAN MORE  
GLASSES  
QUICKER!

There is only one way to get glasses clean . . . Blakeslee triple-brush action cleans two glasses at a time—inside and out . . . Scrubs and polishes in one easy operation. After washing, the glasses are subjected to a "timed" 180° or over final rinse spray.

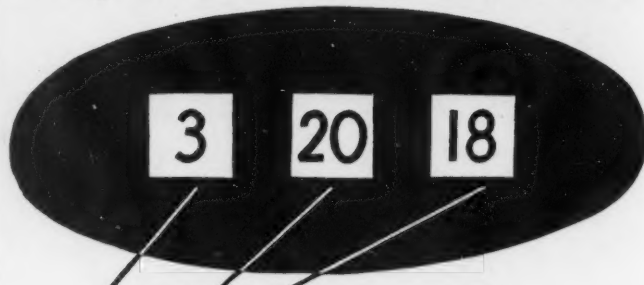
\* Medical authorities state that germ laden lipstick on glasses is the source of communicating innumerable diseases.



Since 1880  
**BLAKESLEE**  
BUILT  
KITCHEN MACHINES  
DISHWASHERS • PEELERS • MIXERS  
G. S. BLAKESLEE & CO., Main Office: CICERO STA., CHICAGO 50  
NEW YORK, N. Y. TORONTO, ONT.



Closing Automatically  
Disperses Combination



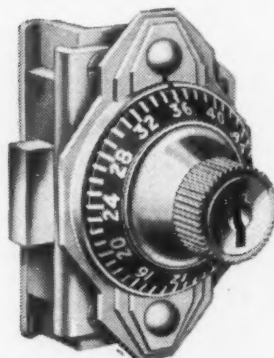
3 Right Numbers  
Automatically Open It

Automatic locking and opening is one reason why YALE Combination Locker Locks give maximum convenience and security.

Closing the door with built-in type—or pushing in shackle of the padlock—automatically deadlocks bolt and disperses the combination.

Dialing three positive numbers (which cannot be found by manipulating) and turning the knob automatically opens the lock.

Both types can be supplied with emergency control key to operate all locks in a set.



L-3374 YALE Combination Locker Lock. Only locker lock with vertical-action bolt paralleling movement of locker mechanism.



589 YALE Combination Padlock with emergency control key. Shackle can withstand pull of over 700 lb.

THE YALE & TOWNE MANUFACTURING COMPANY  
STAMFORD, CONN.

TRADE **YALE** MARK  
THE LOCKS RECOMMENDED BY THE  
WORLD'S LEADING LOCK EXPERTS

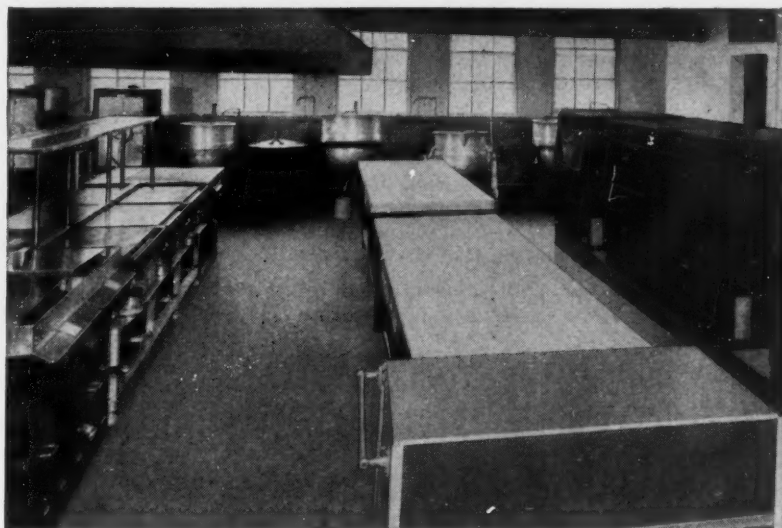


# "Hotpoint Electric Equipment Repays Cost 3½ Times"



At left, Chief Chef Victor A. Ebding and assistant C. P. Fielder of Olive View Sanatorium.

## Olive View Sanatorium Reports Amazing Results Of 11½ Years' Experience With Hotpoint Electric Equipment



Kitchen of Olive View Sanatorium showing modern Hotpoint equipment

IN 1936, Olive View Sanatorium (Los Angeles County, California) organized a committee to investigate the relative merits of various types of cooking equipment. They found that electric equipment offered these advantages: "Cooler, cleaner, requires less ventilation, easier to regulate, better control, safer, less meat shrinkage, less pot cleaning, decreased fuel consumption, and minimum temperature fluctuation."

**They also found that:** "Almost without exception, all chefs who have used both fuels are enthusiastically in favor of electricity." A short time later, Olive View Sanatorium installed a Hotpoint Electric Kitchen—including 4 double-deck roasting ovens, 1 range, 6 griddles and 2 fry kettles.

**Today—after 12 years—**Olive View reports that their Hotpoint equipment is still in perfect condition! Non-electric equipment previously used had to be replaced every 7 years. Maintenance cost, which had averaged 10%, now averages only ½%.

**Tests conducted** in the Olive View kitchen prove Hotpoint Ovens have cut

meat shrinkage 4% to 9%—a savings averaging about \$95.00 a month. For the 11½ year period to date, this totals approximately \$13,100—enough to repay the original cost of the equipment over 3½ times!

**Olive View** also reports that improved working conditions have increased both efficiency and morale of kitchen help. Their Hotpoint Electric Kitchen is a full 15° to 20° cooler than with previous equipment—and free of fumes and soot. Management states that kitchen walls had to be repainted only once in 9 years—compared to every 2 years with non-electric equipment.

**Space occupied** by compact Hotpoint equipment is considerably less than with former equipment—and the cost of operating this equipment, as proved by Olive View's own records, averages only about seven-tenths of one mill per meal per person! Olive View reports, "We feel that the installation of Hotpoint electric equipment was the best step that could have been taken to improve our facilities and working conditions."



## Every Day With Hotpoint

1. **Saves Food Flavors**—Conserves maximum of natural juices, gives uniform results.
2. **Cuts Food Costs**—Reduces meat shrinkage, saves up to 60% on consumption of fat.
3. **Cuts Labor Costs**—Saves hours for cook, saves on cleaning and scouring, too.
4. **Lasts Twice as Long**—Independent study shows depreciation rate is cut in half.
5. **Cuts Maintenance Costs**—Analysis shows annual costs average 1-1½% of investment for Hotpoint, 2-5% for most flame types.
6. **Saves Kitchen Space**—Compact, easy to install in most efficient arrangement without regard to chimneys.
7. **More Efficient**—Midwestern university tests show that Hotpoint equipment is 2.68 times more efficient than flame type.

### MAIL TODAY!

Hotpoint Inc., Commercial Cooking Equipment Division,  
5696 West Taylor St., Chicago 44, Illinois.

Please send me literature describing users' experience with Hotpoint Commercial Electric Cooking Equipment. Also details of complete Hotpoint line.

Name

Address

City  State

Everybody's Pointing to

# Hotpoint

## COMMERCIAL ELECTRIC COOKING EQUIPMENT

Hotpoint Inc., A General Electric Affiliate, Maker of Ranges • Bake Ovens • Roasting Ovens • Fry Kettles • Broilers • Griddles • Custom-Matched Counter Appliances

# A QUIZ FOR TEACHERS

Complete (logically)—in 25 words or less  
the following:

"TEACHERS PREFER CRAM'S NEW GRADED  
MAPS AND GLOBES BECAUSE..."

Sorry, there's no house and lot, new automobile, trip to South America, or mink coat grand prize to offer the winner. We thought you might like to try one quiz just for fun. Like all orthodox contests, however, we give you an example of the way the sentence *might* be completed:

"Teachers prefer Cram's New Graded Maps and Globes because:

They're made to fit the intellectual capacity of the different grades.

They're simplified—and tell the essential geographical story more easily, quickly and efficiently.

Of course, you can say it better than this—especially after you have seen and used these new, improved, graded teaching aids. And we will welcome your comments.

When you examine these new Cram Simplified Political Maps, Simplified Landtype Cultural Maps, Simplified Globes and other outstanding new teaching aids we are sure you will agree with us—and with the many educators who are now using them—that they represent definite progress and a real contribution to better teaching.

At your request, a Cram representative will call and survey your present map equipment, then furnish you with a written inventory of each room, together with his recommendations concerning needed new equipment. There is no charge for this service, and no obligation.

**THE GEORGE F. CRAM COMPANY, INC.**

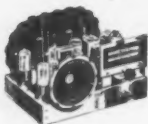
730 E. Washington Street

Indianapolis 7, Ind.

Everything in Radio and  
Electronics for the School

**ALLIED'S NEW FREE  
RADIO CATALOG**

*Send for it Now!*



**RADIO  
TRAINING  
KIT**

An ideal AC-DC Superhet receiver kit designed especially for radio classroom projects. Features: loop antenna; dual-purpose tubes; AVC; inverse feedback; 5" PM speaker; slide-rule dial. Tunes: 550 to 1600 KC. Complete with 4 tubes and rectifier, punched chassis, all parts—with detailed 4-page instruction book. Highest quality components. Size, 7 x 7 3/4 x 11". For 105-125 v., AC or DC. 83-224. Net only... **\$17.85**

Write for **FREE** Catalog Today!

Write today for your Free copy of the new **ALLIED** Catalog—the 180-page Buying Guide that offers everything in Radio and Electronic equipment for school needs. Lists complete Public Address systems and sound equipment, radios, radio-phonographs, Television sets—plus the latest builders' training kits, parts, tubes, tools, books—all at lowest, money-saving prices. For everything in radio, depend on the complete new **ALLIED** Catalog. Send for your copy now!

## HELPFUL RADIO BOOKS

Radio Formula & Data No. 37-752... 10c  
Dictionary of Radio Terms No. 37-751... 15c  
Radio Circuit Handbook No. 37-753... 25c  
Radio Builder's Handbook No. 37-750... 15c  
Simplified Radio Servicing No. 37-755... 10c  
Radio Data Handbook No. 37-754... 25c  
ALL 8 BOOKS above, No. 37-799... \$1.00

**ALLIED RADIO CORP., Dept. 10-K-8**  
833 W. Jackson Blvd., Chicago 7, Ill.

☐ Send **FREE** 180-page Catalog.  
☐ Send Kit No. 83-224.  
☐ Send 6 Books No. 37-799. \$..... enclosed.

Name.....

School.....

Address.....

**ALLIED  
RADIO**

**HEYER** ★ *FOR EVERYTHING  
in Duplicating*

★ Higher Quality Since 1903



## EVERYTHING IN STENCIL DuplicATING

When products are well made... with the best materials... they can't help but perform better. That's why Heyer Stencils and 'inks turn out better work with consistently higher quality.

Stencils of Heyer's famous cellulose formula and Heyer Inks in rich black or seven brilliant colors are correctly made to meet the requirements of your duplicating machine, regardless of make.

Clearscope, Lettering Guides, Styli and over 60 other supplies and accessories.

Write for Complete Catalog

Offered by Leading Dealers Everywhere

**THE HEYER CORPORATION**

1862 South Kostner Avenue • Chicago 23, U.S.A.

# FREE CATALOG

OVER 150 SUGGESTIONS  
for plaques and tablets  
for every school purpose  
—all in handsome, im-  
perishable International  
Solid Bronze—are illus-  
trated in free 48-page  
catalog. Standard and  
custom designs. Write for  
it now—for immediate  
use or future reference.  
No charge or obligation.  
Ask for Catalog NS.

**OF BRONZE  
HONOR ROLLS  
WAR MEMORIALS  
AWARD PLAQUES  
NAME PLATES**

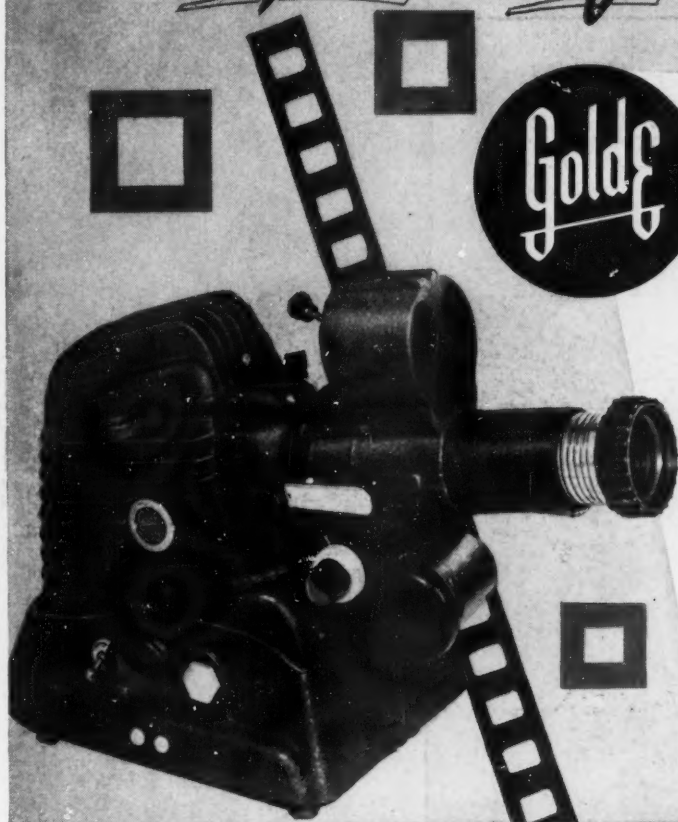


**INTERNATIONAL BRONZE TABLET CO., INC.**

150 WEST 22nd STREET

NEW YORK 11, N. Y.

GET *Brighter... Safer* PROJECTION  
of 2x2 Slides and Filmstrip



300 WATT  
**BLOWER COOLED**  
*Triple-Purpose*  
**FILMATIC**

Smallest... Smartest... Most Efficient of Its Kind!

Widely used for visual aid. Gives you many desirable features *first* introduced by GoldE. Has highest light output per watt. Keeps cooler longer. Protects valuable transparencies. Exclusive self-rewind. Coated Anastigmat lens. Non-slip fast focusing. Instant framing. Light weight. Lift-off carrying case.

Send for Bulletin No. 452

**GoldE Manufacturing Co.**  
1220-E WEST MADISON ST., CHICAGO 7, ILL.



**A FINER PORTABLE SCREEN**  
for **LARGE Classrooms!**

**DA-LITE'S**  
40th ANNIVERSARY MODEL  
**THE PICTURE-KING**

**NEW FROM TOP  
TO TENITE FEET**

This latest example of Da-Lite leadership proves that a large screen can be *light, trim, easy-to-handle and beautiful* as well as *rugged*. The fabric-protecting octagon case is finished in blue Hammerloid and has streamlined chrome end caps. Tripod and legs are bright aluminum alloy. Choice of Da-Lite wide-angle Crystal-Beaded or Mat White picture surface. Ask your visual education dealer for the new Da-Lite Picture King!



Advanced Design. Streamlined chrome end caps and concealed gooseneck. Tenite slot plug and collar.

**SEVEN  
POPULAR SIZES**

45" x 60"	70" x 70"
60" x 60"	63" x 84"
52" x 70"	84" x 84"
72" x 96"	

Write for **FREE** sample of Da-Lite Crystal-Beaded fabric and Picture King specification circular 105.



**DA-LITE SCREEN COMPANY, INC.** 2711 N. Pulaski Rd., CHICAGO 39, ILL.

**DA-LITE SCREEN COMPANY, INC., Dept. 10NS**  
2711 N. Pulaski Rd., Chicago 39, Illinois  
Please send a free sample of your Da-Lite Crystal-Beaded Screen fabric, pictures of the Picture King and specification circular.

Name.....  
Institution.....  
Street.....  
City..... Zone..... State.....



# BROWN UNIVERSITY

## Selects Tubular Furniture For Newly Constructed Building



Recently completed "Whitehall" at Brown University is designed to bring new effectiveness to the fine art of teaching. Seating installation arranged through Gledhill Brothers, Boston, Mass., Distributors for Heywood-Wakefield Co., 1 Park Ave., New York 16, N. Y.



**T**YPICAL of the classrooms in "Whitehall," this illustration shows how Heywood-Wakefield welded tubular steel furniture is ideally suited to modern teaching needs. Units can be re-arranged readily as required, yet they continue to provide comfort and ample working space for students. The unit shown here is chair S 817 TABS.

The complete line of Heywood-Wakefield school furniture is illustrated in color in our current folder, which will be sent without charge on request. Write Heywood-Wakefield School Furniture Division, 666 Lake Shore Drive, Chicago 11, Illinois.

# selecting teaching films for your school



## *... a job for educators*

Selecting teaching films for your school is a job for educators... *on both sides of the desk.*

The men who direct the sales of EBFilms... EBFilms representatives who call on you as well as executives at headquarters... are specially trained in audio-visual education. They are not just order-writers—they are former teachers, principals, superintendents... men whose educational background and ability to understand the needs of your particular curriculum assure you of wise advice in selecting films for your classrooms.

Every EBFilm is core curriculum material. Every EBFilm fits precisely into planned courses of study. That's why your EBFilms representative will tell you:

Don't just buy teaching films. First plan a teaching program—then select the EBFilms that fit it.

Your EBFilms representative can provide you with up-to-date, authoritative advice whenever you need it. Call him *all* often.

*C. Scott Fletcher*  
PRESIDENT



**ENCYCLOPAEDIA BRITANNICA FILMS INC.**  
WILMETTE, ILLINOIS

*For*  
**SCIENCE INSTRUCTORS**



This new catalog groups conveniently for your use instruments according to type and degree of precision. Included are fundamental measuring instruments, specialized electronic test equipment, sensitive relays and photoelectric devices. Complete specifications are given for all products. Free copies of this catalog are available to you. When requesting catalog please give name of school and your position. Weston Electrical Instrument Corporation, 703 Frelinghuysen Avenue, Newark 5, N. J.

**WESTON** *Instruments*

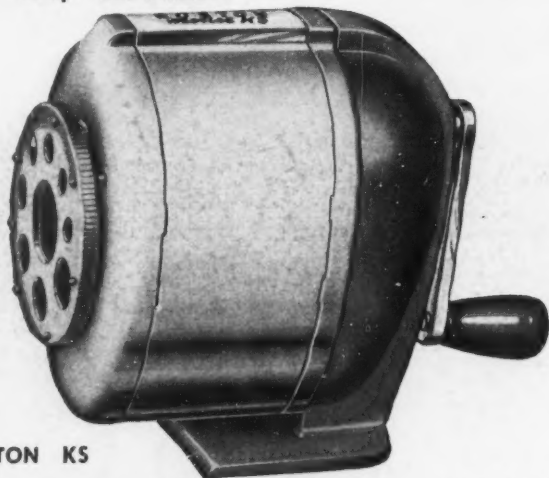
**LOOK**



**THEM OVER**

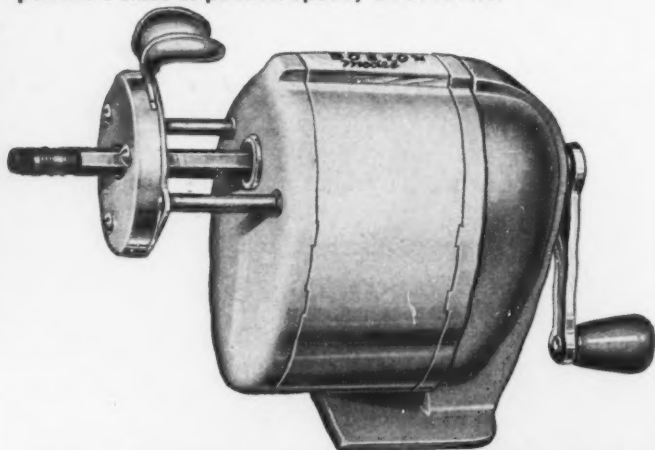
**THEY'RE STREAMLINED IN ALL METAL**

The new Bostons are handsomer—and more rugged with all-metal construction for longer life. Let Bostons keep the office "sharp" and modern.



**BOSTON KS**

...gives you more of everything desirable in a pencil sharpener, plus new flowing graceful lines and added strength of all-metal. BOSTON Speed Cutters (15 cutting edges). Guide permits 8 sizes of pencils. Specify BOSTON KS.



BOSTON Self-feeder No. 4 looks mighty smart in this new exterior. This model will save pencil bills by centering pencils accurately, thus preventing waste. Feeds automatically—contains famous BOSTON Speed Cutters—giving 25% more cutting edges. Specify BOSTON Self Feeder No. 4.

**BOSTON**  
**PENCIL SHARPENERS**

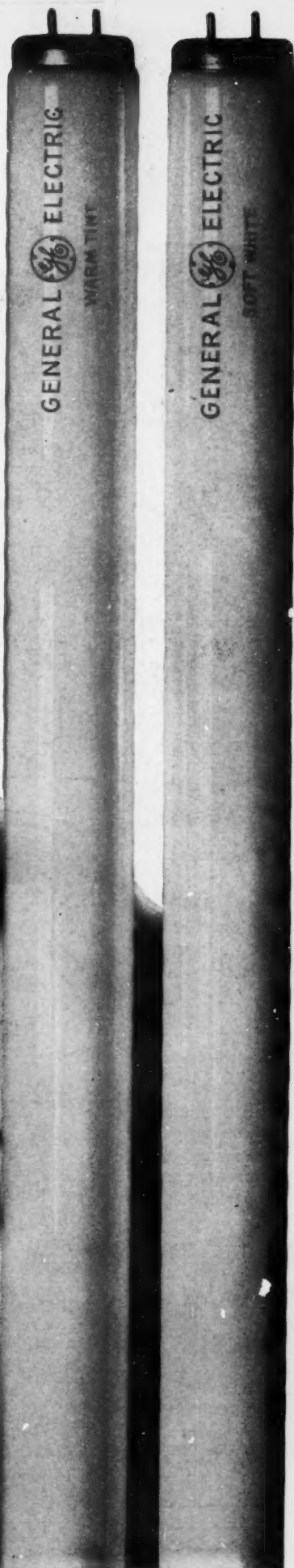
**ORDER TODAY—MODERN LINE OF PENCIL SHARPENERS**  
**C. HOWARD HUNT PEN CO., CAMDEN, N. J.**

Also Manufacturers of Speedball Pens and Products—Hunt Pens

The NATION'S SCHOOLS



# Announcing two new colors in G-E fluorescent lamps!



## 1. New G-E "Soft White"

The latest in fluorescent gives soft, clear light for studying! Developed after years of research with hundreds of color combinations, new General Electric soft white light improves the usefulness of any schoolroom. Gives a new, soft light that is fresh and clear—is complimentary to classroom surroundings—and makes your schoolrooms better places to work and study. It's the newest thing in fluorescent.

## 2. New G-E "Warm Tint"

Gives you color values similar to incandescent! Provides a warm, rich light that creates a friendly, pleasing atmosphere and softens many colors and decorative schemes. General Electric warm tint combines the warmth of incandescent lighting with the modern appearance, softness, and high efficiency of fluorescent. Blends beautifully with incandescent lights.

These two new lamps are important additions to General Electric's fluorescent lamp line, which now gives you a wide choice of "whites" (daylight, 4500 white, white, and the new soft white and warm tint) as well as the standard colors.

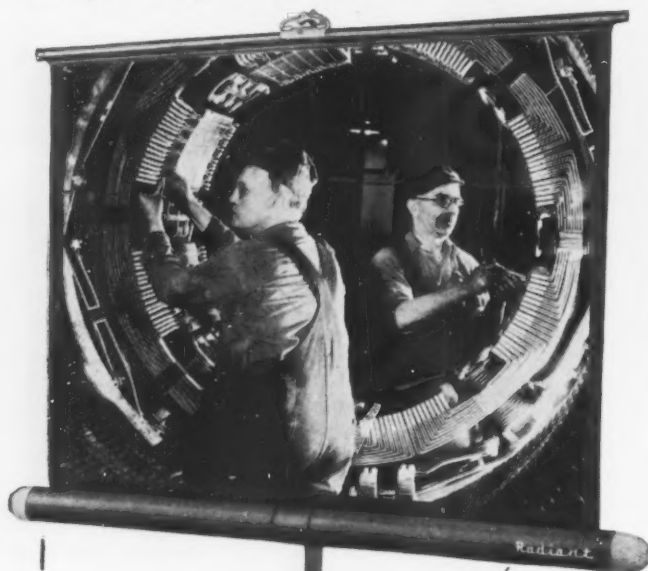
If you want all the benefits of General Electric lamp research in the lamps you buy, always look for this mark of quality . . .



**G-E LAMPS**  
**GENERAL  ELECTRIC**

# FREE "SCREEN TEST"

shows amazing improvement  
in your pictures!



Project your pictures on Free Sample  
of Radiant's new "Million Mirror"  
screen fabric—and see for yourself  
the remarkable difference it makes!



See how millions of tiny glass mirrors,  
firmly imbedded in the pure white screen  
surface, make your pictures fairly glow  
with life! See what happens when light  
is reflected instead of absorbed! You will  
enjoy clearer, sharper black and whites—

richer, brighter, more brilliant colors. Here is projection as  
real as life itself!

Then ask your dealer to demonstrate the new 1949 Radiant  
Screens. Notice how easily they set up—how ruggedly  
they're built. Used and approved by leading industrial con-  
cerns, school systems, churches and government agencies  
all over the world—you cannot buy a better screen.

Send coupon  
and get  
**ABSOLUTELY  
FREE**

• Generous sample of  
new Radiant "Million  
Mirror" Screen Fabric.  
... Test it with your  
own projector and see  
for yourself the remark-  
able improvement over  
any other projection  
surface.

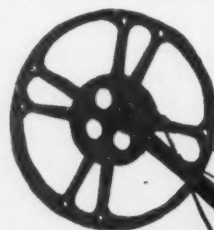
• Basic Film Source  
Directory—your handy  
guide to hundreds of  
film sources.

**RADIANT**  
PROJECTION SCREENS

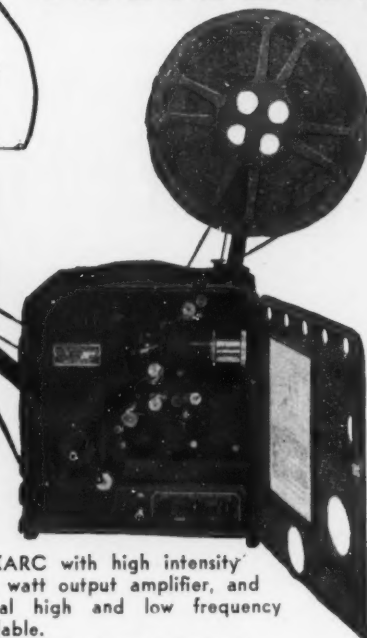
Radiant Manufacturing Corp.  
1219 S. Talman Ave., Chicago 8, Ill.  
Send me FREE: Sample of Radiant "Million  
Mirror" Screen fabric AND Basic Film Source  
Directory

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_  
My dealer \_\_\_\_\_

## 16mm Sound-on-Film PROJECTOR



Large 10-Tooth  
Sprockets—  
4 teeth engaged in  
film at all times,  
giving maximum  
film life.



The new REXARC with high intensity  
arc lamp, 40 watt output amplifier, and  
newest coaxial high and low frequency  
speaker, available.

BEFORE YOU DECIDE TO PURCHASE  
write for the new catalog detailing the ad-  
vanced features found only in a REX 16mm  
Sound-on-Film Projector.

**HOLMES PROJECTOR CO.**

1815 ORCHARD ST CHICAGO 14, ILL. U. S. A.

## A NEW LIQUID SOAP DISPENSER



Model 12  
Holds 40 ozs. (2 1/2 pts.)

Model 17 with vertical  
valve for showers, etc.  
Model 47 with horizontal  
lather-type valve.

Bobrick sells its products  
through wholesale plumbing  
supply and sanitary supply  
dealers throughout the nation.

WRITE FOR  
CATALOGUE NO. 46a

1214 Nostrand Ave.,  
Brooklyn, N.Y.  
BUckminster 4-3260

1839 Blake Ave.,  
Los Angeles 26, Calif.  
NOrmandy 2-3188

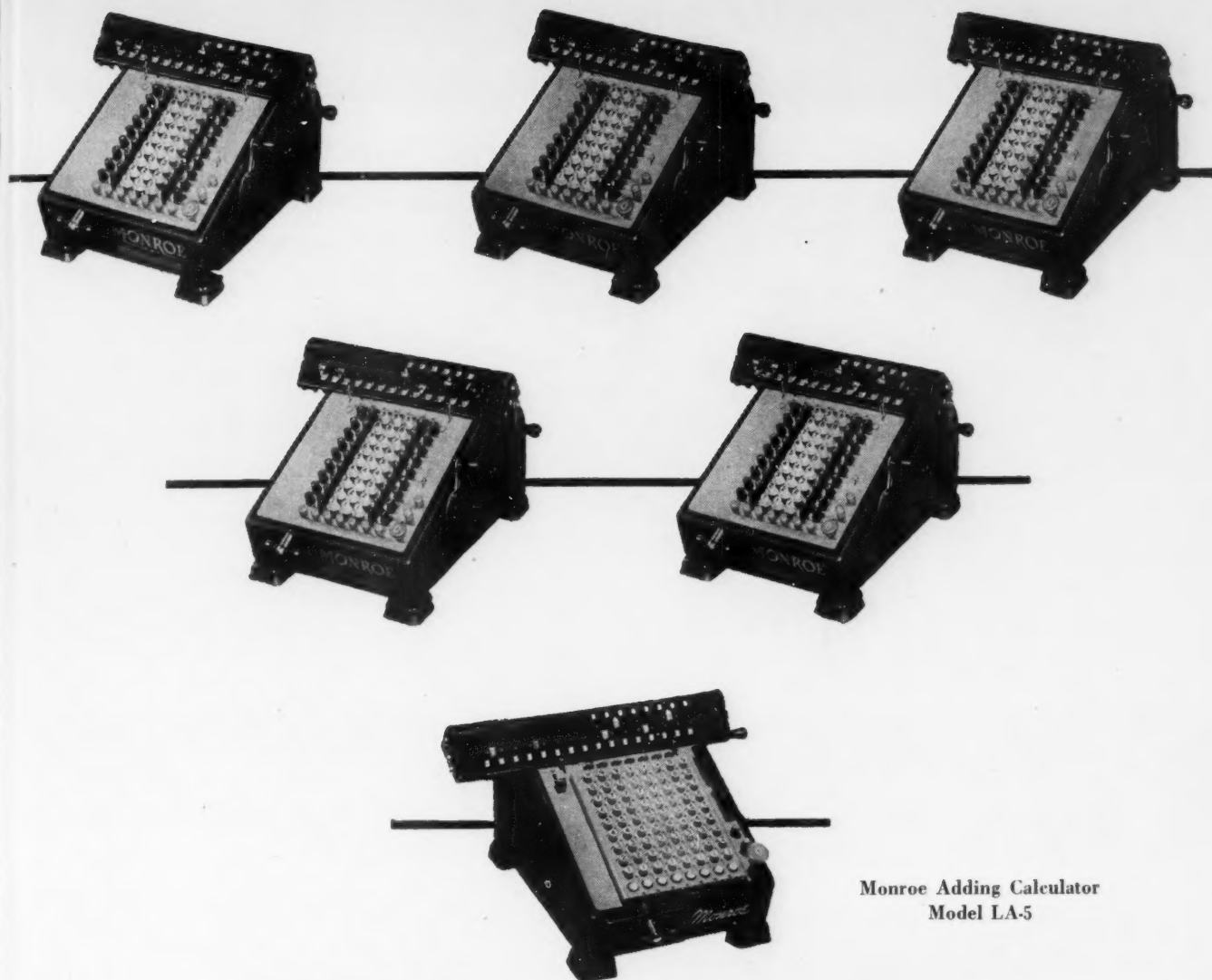
Built for heavy duty  
service in factories,  
schools, service stations,  
public washrooms.

Here is a new Liquid Soap  
Dispenser with a Monel met-  
al body. No plating to wear  
off, no enamel to crack—yet  
rust proof forever. Concealed  
wall fastenings and new  
locked filler cap guard against  
theft. Dispenser may be at-  
tached to wall without use  
of screws by Bobrick Wall-  
Plad No. 250 (no holes to  
drill in tile). The new Lucite  
window tells whether dispen-  
ser is full or empty.

**Bobrick**

**SOAP DISPENSERS**

Since 1906



Monroe Adding Calculator  
Model LA-5

## A SEXTETTE THAT GIVES HARMONY and EFFICIENCY TO ANY CLASS ROOM

It has been proved over and over again in actual practice that for any class of twenty-five or more pupils six Monroes (5 Educators and 1 LA-5) is the ideal equipment.

Each pupil has more class hours to thoroughly learn the basic elements of machine figuring on the Monroe Educator; and to learn vocationally how the fundamentals are carried out electrically and automatically by using the Monroe LA-5 Adding-Calculator.

There's a very practical reason besides efficiency for equipping your school with this Monroe Sextette—there is a substantial dollar saving to schools buying five or more Educators.

Monroe Educators and LA-5 Models are now available for immediate delivery.

Write our Educational Department for full details of this special offer.

### *Available to all Teachers*

- Course of Study in Office Machines (form B184)
- Teachers' Guide for the Monroe Educator (form B182)
- Teaching Office Practice by the Rotation Plan (form 118)
- Office Practice Rotation Plan Formulas (form XSS243)

These practical teaching helps are yours free for the asking—write our Educational Department—just specify form number.

# MONROE CALCULATING MACHINE COMPANY, Inc.

EDUCATIONAL DEPARTMENT  
Orange, New Jersey



# Faster Service...

# WHEREVER YOU ARE!



**You can always depend on Gaylord for BETTER SERVICE!**

Your orders for Library Supplies are filled the same day they are received, except those manufactured or printed to order.

**2 Shipping offices permit faster deliveries**

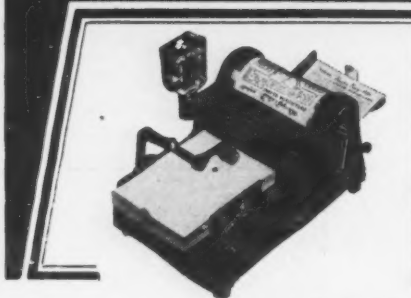
The Gaylord branch office in Stockton, California, serves 12 western states, Alaska, Hawaii and the Far East; the home office in Syracuse, New York, serves the remaining states. Each office gives the same attention and service, regardless of the size of your orders.

## Gaylord Bros. INC.

**SYRACUSE, N.Y.  
STOCKTON, CALIF.**

Makers of Better Library Supplies

**You can do these things better with a**  
*Copy-rite*  
**LIQUID DUPLICATOR**



Duplicate Tests... Maps...

Duplicate Bulletins...

Duplicate Seat Work Material...

Duplicate Football diagrams

Duplicates on any size paper from post cards to 9"x 14". One or more colors. Long runs from one master.

When you see a Copy-rite working it is easy to understand why anyone can make good clean copies. It's so simple and foolproof, without service problems—and economical too—no stencils, gellatin, ribbons, type or ink.

Use coupon or write.

**WOLBER DUPLICATOR & SUPPLY CO.**  
1229 Cortland St.,  
Chicago 14, Ill.

Please send samples of work done on a Copy-rite and name of nearest dealer for a demonstration.

Name.....  
School.....  
Address.....  
City..... Zone..... State.....



ARCHER

## PORTABLE

DENTAL  
CHAIR



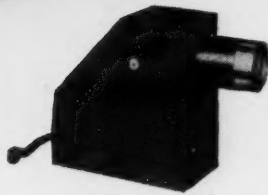
Once more available, this 60 lb. portable chair makes it possible to use any space for dental, eye, ear, nose or throat clinic in one or many school buildings as needed. Raises, lowers, reclines. Fits average adults or children. Equipped with adjustable head rest and cuspidor. Inexpensive, practical, durable aluminum and steel construction. Write for details.

**ARCHER MFG. CO.**  
187 N. WATER ST., ROCHESTER, N. Y.

# The Only One!

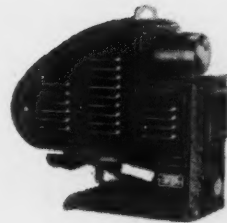
**B**eseler is the only company in the world that offers a truly complete line of opaque projection equipment. It is designed to answer every need. The Beseler projector has won the No. 1 position in the field because of its superior over-all illumination, ease of operation, and inability to handle all opaque material.

A few outstanding BESELER projectors



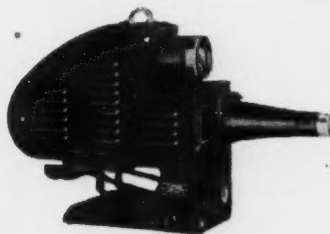
#### MODEL O

A lightweight, inexpensive opaque projector specially designed for projection to small groups.



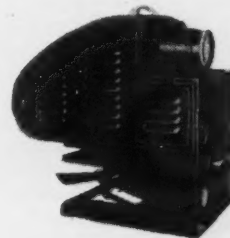
#### MODEL OA1

Incomparable performance is obtained from this excellent opaque projector for 6¼" x 6¼" copy.



#### MODEL OA2

A combination opaque and slide projector that takes opaque material and standard slides. Can be adapted to 35 mm strip film and 2" x 2" Kodachrome slides.



#### MODEL OA3

An opaque projector that projects full 8½" x 11" pages in magazines and books, maps, and other large size material.

If there isn't a Beseler projector that fits your needs exactly, our engineering department will make one for you.

Write today for literature describing Beseler Projectors.

CHARLES *Beseler* COMPANY  
EST. 1869

60 Badger Avenue, Newark 8, N. J.

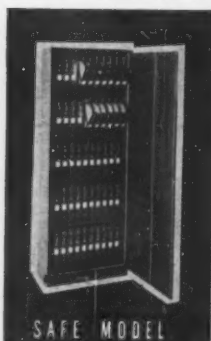
The World's Largest Manufacturer of Opaque Projection Equipment



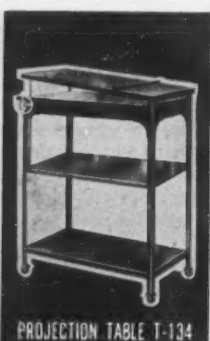
**EXTRA STRENGTH  
for EXTRA WEAR for EXTRA ECONOMY**

Towels that last are towels that bring true economy to your school athletic system. McArthur Super-Gym and Super-Turk School Towels have that lasting quality because of 2-ply, triple-twisted yarns, double thread weave throughout, heavy, wear-proof corded tape edge. Color stripe down the side increases center strength. Super-Gyms and Super-Turks plus an assortment of medium-priced towels are immediately available. Write for information on prices and on the McArthur free towel repair service to Geo. McArthur & Sons, Inc., Baraboo, Wis.

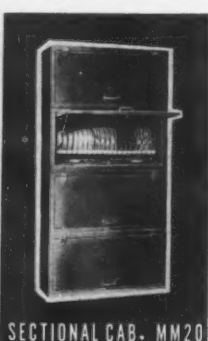
**McARTHUR**  
SCHOOL TOWELS



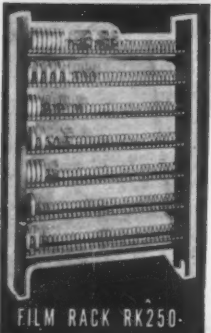
SAFE MODEL



PROJECTION TABLE T-134



SECTIONAL CAB. MM20



FILM RACK RK250

**NEW**  
*Neumade*  
16 mm  
CATALOG  
READY NOW

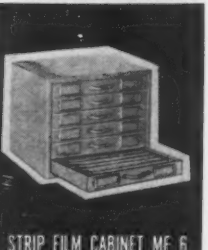
•  
WRITE FOR  
YOUR COPY  
•  
PROTECT YOUR  
FILMS



CLEANING MACHINE CL16



NO. 1 REWIND BOARD



STRIP FILM CABINET MF 6

Write for Illustrated Literature

**Neumade** PRODUCTS CORP.  
329 WEST 42<sup>ND</sup> STREET NEW YORK, N.Y.

WHEREVER

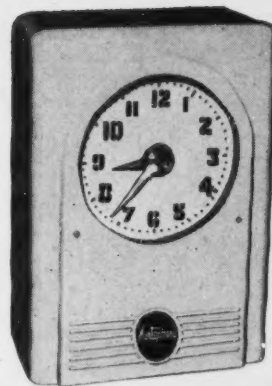
**"WHEN"**

IS A PROBLEM—

- When to Start
- When to Eat
- When to Stop
- When to Rest

YOU NEED A

*Montgomery*



**Synchronous Program Clock**

Montgomery Program Clocks will sound class room and playground signals on one to four separate circuits on any desired schedule up to as many as 24 signals every hour (2½ minute intervals). The signals are automatically silenced over week-ends by the automatic calendar switch included in every Montgomery Clock.

In addition, the Montgomery Program Clock makes a most attractive office timepiece with its modernistically designed, ivory-finished steel case and readily visible dial.

Montgomery Synchronous Program Clocks are available at Radio Parts Distributors and School Supply Houses. For complete Details, Specifications and Prices, Write—

**MONTGOMERY MANUFACTURING COMPANY**  
551 WEST WASHINGTON BOULEVARD CHICAGO 6, ILLINOIS  
(Factory: Owensville, Indiana)

**PEABODY'S**  
**New CLASSIC Line**  
**OF STEEL FRAME SEATING**



Classic Movable  
Chair Desk with  
Due-Adjusting  
Top No. 201

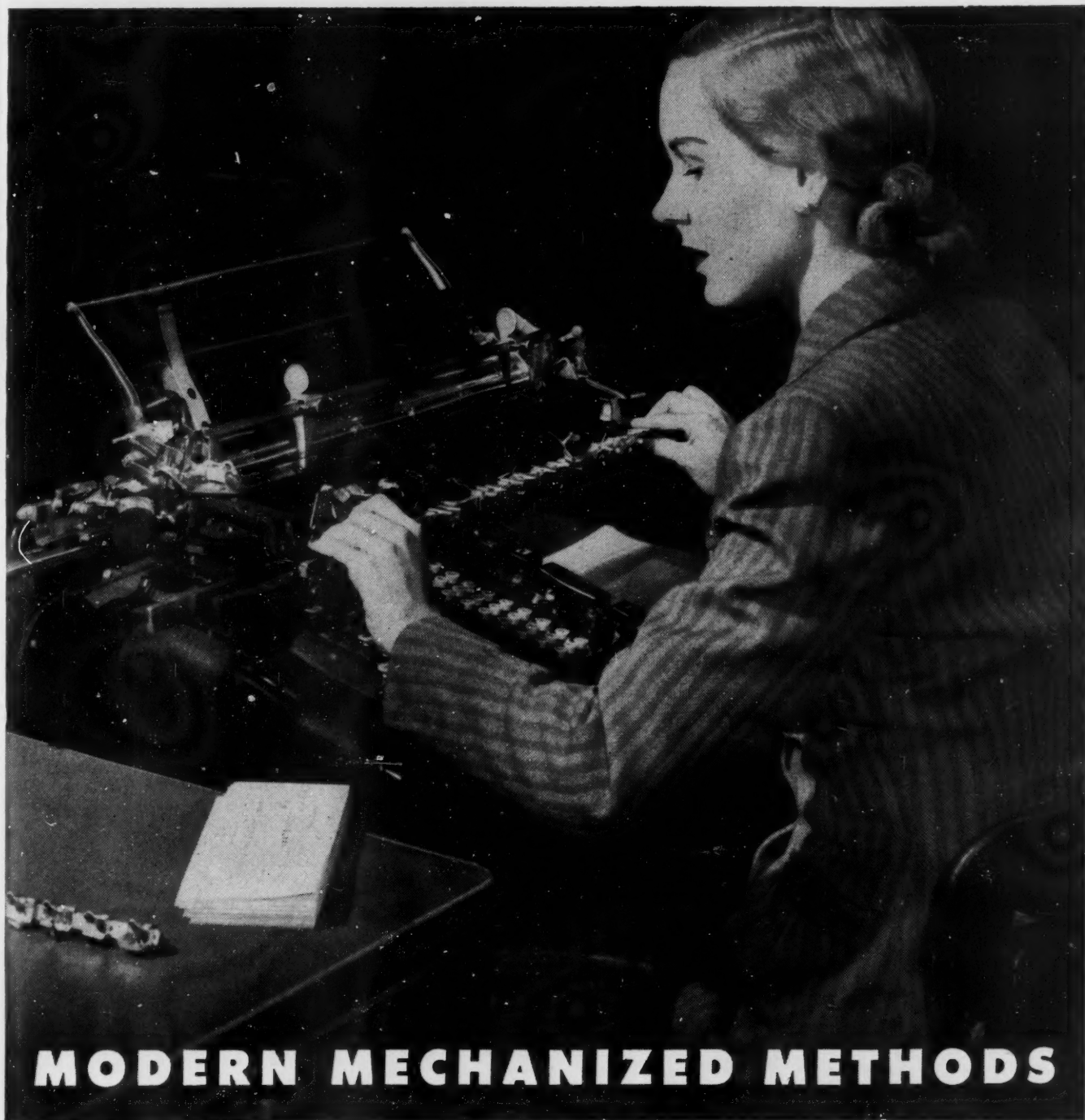
The Only Seating  
with  
**POSTURE-FIT**  
FLOATING BACK REST

- More Comfortable
- Easy to keep in place
- Easy to move
- Easy to keep clean
- Helps to increase room capacity without crowding.

Get complete details from your Peabody representative or write direct to us.

**THE PEABODY SEATING CO. Inc.**  
NORTH MANCHESTER INDIANA





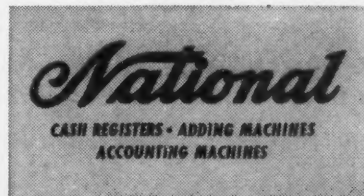
## MODERN MECHANIZED METHODS

are rapidly taking over the whole field of accounting!

Today, in any office, large or small, you are almost certain to find one or more bookkeeping machines. Our own sales of National Accounting Machines have more than doubled during the past few years.

National Accounting Machines meet every accounting need, and adequate training in their operation is, obviously, increasingly important—both to your pupils and to you. Is your present training equipment the best-suited to today's needs?

Your local National representative will be most happy to advise and cooperate in any way within his powers. He can undoubtedly be of very real help. Why not call him in, today?



THE NATIONAL CASH REGISTER COMPANY, DAYTON 9, OHIO Sales and Service Offices in over 400 Cities

WIDELY PROCLAIMED

*"America's finest"*



AMERICA'S FINEST  
COMBINATION  
SELF-LOCKING  
MASTERKEYED  
BUILT-IN LOCK

AMERICA'S FINEST  
COMBINATION  
SELF-LOCKING  
NON-MASTERKEYED  
BUILT-IN LOCK

No. 68-267

A durably-constructed built-in, locker lock used as standard equipment on many new lockers and applicable as replacement equipment on lockers with spring latch bar, which is held in raised or open position when locker door is open. Fits right or left hand doors. Masterkeyed.

No. 68-268

Both this lock and the No. 68-267 are self-locking... closing door automatically locks the locker. Dialing is done to three numbers. When locker is open, dial can not rotate and disturb combination. Black enamel dial with white numerals and gradations for easy visibility. Not masterkeyed.

COMBINATION BUILT-IN LOCKS BY

*National Lock*

Nothing equals these beautifully-designed, expertly-built locks by NATIONAL LOCK. Reflecting all the advantages of our 45-year lock manufacturing experience, they have been selected for use by many of the nation's leading locker manufacturers. Look for them on the lockers you purchase. Look for NATIONAL LOCK vocational and laboratory equipment locks and shackle locks, too, for low cost security. Write us for complete information.

SELECTED BY LEADING LOCKER MANUFACTURERS  
AS THE HEART OF AMERICA'S FINEST SCHOOL LOCKERS

NATIONAL LOCK COMPANY

ROCKFORD • ILLINOIS

LOCK DIVISION



TO SOLVE YOUR

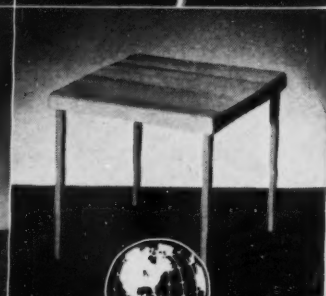
*Seating*

PROBLEMS...PLAN TODAY

WITH... **NORCOR**



OUR steel and wood line of portable seating is complete in every respect for it includes auditorium chairs; movable desks; tablet arm chairs; all-purpose chairs; folding auxiliary tables and juvenile chairs, tables and desks. All seating is correctly postured and form-fitting for greater comfort and better health. Norcor products are designed and constructed for hard usage and long wear. Maintenance and replacement costs are cut to a minimum, with the result that when you buy Norcor, you not only buy the best but a purchase that justifies your judgment both now and in the long run. We invite you to plan with Norcor and consult with us on your seating problems. Write for literature describing our complete line.



*The* **NORCOR** *Line*

NORCOR MANUFACTURING CO., INC. • GREEN BAY • WISCONSIN



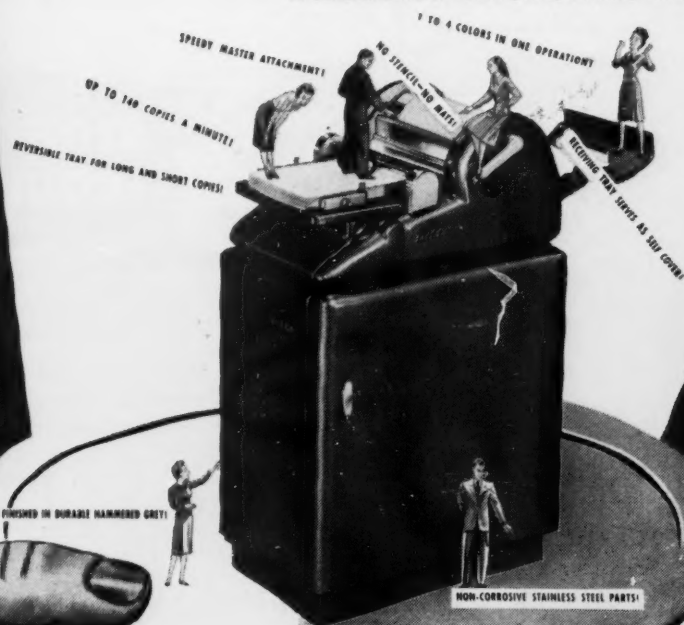
More Leisure Time For  
The Teacher

# At Your Service...

## DITTO'S NEW D-15 DUPLICATOR

The new Ditto D-15 duplicator is at your service—to save you hours of copying work, improve your teaching efficiency, give you more time for leisure and relaxation. With it, you can copy anything written, printed, typed, or drawn—140 copies a minute—in 1 to 4 colors—without the aid of stencils or mats. This amazing duplicator reproduces maps, posters, bulletins—or you can use it with Ditto Workbooks, compiled for every grade, for making copies of lesson sheets, exams, and outlines in a matter of minutes. Progressive teachers everywhere are discovering how Ditto Methods save work, simplify teaching, provide free time. You owe it to yourself to capitalize on the many advantages of teaching with Ditto. Check and mail the coupon below for more information.

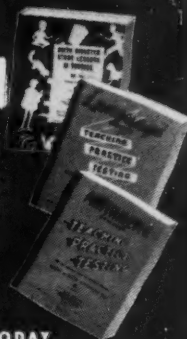
**DITTO, INC. • 628 S. Oakley Blvd., Chicago 12, Ill.**  
In Canada: Ditto of Canada, Ltd., Toronto, Ontario



Easier Learning For  
The Pupil

### FREE SAMPLES FROM DITTO WORKBOOKS

20 in all... 'Readin',  
'Ritin', 'Rithmetic, and  
other subjects... for  
reproduction on liquid  
type machines.  
Check coupon below.



CLIP AND MAIL TODAY

DITTO, Inc., 628 S. Oakley Blvd., Chicago 12, Ill.

Gentlemen:

Without obligation, please send:

- ( ) Literature on your new Liquid Type School Duplicator
- ( ) Free samples of Workbook Lessons for Liquid Type Duplicators  
(Note: these will not reproduce on Gelatin Duplicators)
- ( ) Arrange a Ditto demonstration for me

Name.....

School.....

Address.....City.....

Post Office.....County.....State.....



# DITTO

TRADE MARK REG. U. S. PAT. OFF.



# DUNHAM PRODUCTS

## HAVE WHAT IT TAKES... ON THE JOB

FOR LONGER LASTING  
MORE SATISFYING OPERATION

Every Dunham product has been tried, tested and proven easier to install and more satisfactory in operation on every size and type of job. Specify Dunham, the products that reduce installation time, increase heating system efficiency.

### DUNHAM SIMPLICITY BASEBOARD HEATING

Simpler to install, operate and maintain because of improved Dunham design. One continuous pipe and finned radiation behind smart, modern baseboard provide healthier, cleaner, more attractive heating.

### DUNHAM CONVECTORS

Handsome styles that blend with the interior decorations of your rooms. The heating element is sized to provide adequate heating for a given amount of space.

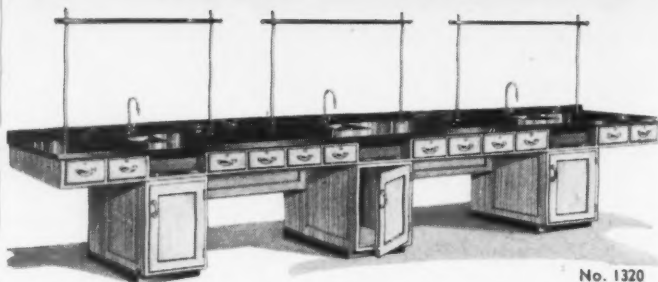
### DUNHAM UNIT HEATERS

The perfect heating element for boiler rooms, laundries, garages, basements, etc. Gives heat where and when you want it. Built and designed to exacting Dunham engineering standards. C. A. DUNHAM COMPANY, 400 W. Madison Street, Chicago 6, Illinois.

**DUNHAM** HEATING MEANS  
BETTER HEATING

# Quality FURNITURE

for  
LABORATORY  
LIBRARY  
VOCATIONAL  
HOME ECONOMICS



No. 1320

Fifty-seven years of experience is at your beck and call to solve whatever problems you may have in connection with furniture for Laboratory, Vocational, Home Economic department or in your Library. Peterson Quality and planning Service has gained recognition from school Boards throughout the nation. Our experts are at your command . . . without obligation.

**LEONARD PETERSON & CO., INC.**  
1222-34 FULLERTON AVE., CHICAGO 14, U.S.A.

WRITE  
FOR  
FREE  
CATALOG

**ADVANCE**  
"Lowboy"

**Scrubs • Steel Wools •  
Waxes • Polishes**

For scrubbing, steel wooling, waxing or polishing classroom, washroom, kitchen, lunchroom, gym and office floors and corridors, the beautifully streamlined new model ADVANCE "Lowboy" is your best buy. You'll get the work done easier, faster and better—at lower cost. No experienced help required. The "Lowboy" is made in 6 models to meet every need. Proven by 20 years of service in schools, hospitals, hotels, etc. Write or send coupon for full information.



**ADVANCE "Lowboy" ELECTRIC FLOOR MACHINES**

ADVANCE FLOOR MACHINE CO., 2615 S.E. 4th St., Minneapolis 14, Minn.  
Send full information on ADVANCE "Lowboy."

Name .....

Street Address .....

City .....

State .....

**Save  
Time**

**STOP  
TROUBLE**

**Solve locker problems with  
controlled Dudley protection**

No more time-wasting delays . . . no more recurring petty thefts . . . not after you standardize on dependable Dudley Locks for all lockers. If combination is forgotten, Master Chart permits quick opening by authorized person.

**A standard of  
school protection  
for 27 years**

**RD-2**

RD-2 has easy-to-read white figures on rotating combination dial. Dependable. 3-tumbler mechanism resists picking and tampering, opens instantly to right combination. Stainless steel case, rust-proofed working parts take years of abuse.

Many schools get controlled Dudley protection without budget expense. Write for details of Self-Financing Plan.



**DUDLEY LOCK  
CORPORATION**

570 W. Monroe St., Dept. 1010,  
Chicago 6, Ill.

# The Children Brought Their Parents To See This Newly Lighted Classroom

At the Southeastern School Lighting Institute and School Lighting Exhibit held April 19, 20 and 21 at Mirror Lake Junior High School, St. Petersburg, Fla., Ruth Downer, social studies teacher, expressed herself so enthusiastically about the new lighting in her room, that we asked her if she'd mind putting her sentiments into a letter. She did, and here's her letter:

★ ★ ★

The installation consisted of 3 rows of Wakefield Stars with Slim-line lamps. The Wakefield Star has proved itself outstanding in the Rosedale School experiment at Austin, Texas, and in many other installations. If you are concerned over providing your students with a visual environment in which seeing becomes relatively effortless, we have much valuable information and data for you. Write The F. W. Wakefield Brass Company, Vermilion, Ohio.

Mirror Lake Junior High School  
St. Petersburg, Florida

Speaking of the term "From the sublime to the ridiculous" may I reverse this term and say - From the ridiculous to the sublime. I can think of no better way to describe my room at Mirror Lake Junior High since it has been relighted with a fluorescent lighting system. Twelve rooms in our bldg. have been renovated and each room has a different make of lighting fixture. In my room the Wakefield Slimline was installed. This in my estimation, is the best lighting system of the twelve. That is not only my opinion but also that of many lighting experts who have inspected our bldg. The light is softer, with no glare, it is more

attractive and the lighting efficiency several degrees higher. This is also the opinion of the majority of my students. The children are more alert, happier and the general morale greatly improved. This is evidenced by the fact that so many have brought their parents in to see it. If you have never sat in the gloom of trying to read and had some one suddenly turn on a light you can have no conception of our old and present lighting. Since we had no choice in the lights to be installed in our rooms, and since I like mine so much better, I consider myself very fortunate in getting the Wakefield Slimline.

Ruth B. Downer  
Social Studies  
Mirror Lake Jr. High  
(Mrs. John H.)



## Wakefield Over-ALL Lighting

A BASIC CLASSROOM TOOL



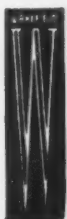
THE GRANADIER II



THE COMMODORE



THE STAR



# ~~CUT~~ mounting maintenance costs with **SKIL Belt Sander!**

Your own janitors and maintenance men can re-surface desks, tables, blackboards easily with SKIL Belt Sanders. And even the most inexperienced of them will get professional hand-sanding results . . . *at better than professional speeds.* SKIL Sander saves time . . . saves money . . . by going right to each job, plugs in anywhere. High belt speed and powerful universal motor get all finishing jobs done fast. Fine for students on school shop projects, too. Ask your SKIL Tool Distributor to demonstrate SKIL Belt Sander today!

**SKILSAW, INC.**  
5033 Elston Avenue, Chicago 30, Ill.  
Factory Branches in Principal Cities  
In Canada:  
SKILTOOLS, LTD., 66 Portland St.  
Toronto, Ont.

**SKILTools**  
TRADE-MARK



## *Comfort* WITH UTILITY *Clarín* STEEL FOLDING CHAIRS

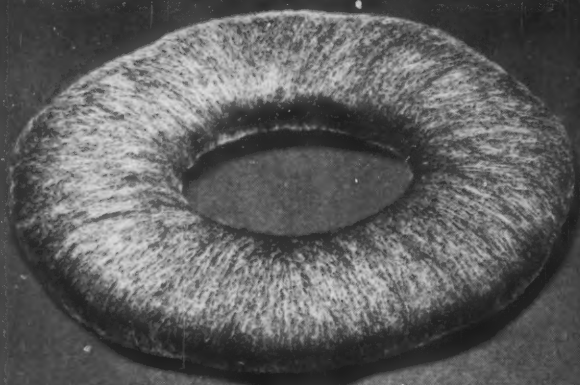
No. 2317-W

- ▶ sturdy and dependable
- ▶ comfort supreme
- ▶ properly pitched seat and back panel
- ▶ finest enamel finishes
- ▶ easy, noiseless opening and closing
- ▶ rubber silencers
- ▶ ten-year guarantee

**CLARIN MFG. CO.**  
4638 West Harrison Street  
Chicago 44, Illinois

*There are more Clarín steel folding chairs in institutional service than any other make*

## Sun Ray's Radial Strands Work Faster!



**Sun Ray Woolers**  
for all disc-type floor machines

THE WILLIAMS COMPANY—Steel Wool Products  
London, Ohio

NS-10-48

Send literature showing how Sun Ray's radial strands save time and money and make floors safer.

Name \_\_\_\_\_  
Institution \_\_\_\_\_  
Address \_\_\_\_\_  
City & State \_\_\_\_\_

## DARNELL CASTERS

*"Demand Darnell Dependability"*

**DARNELL CORP. LTD.** 60 WALKER ST. NEW YORK 13, N.Y.  
LONG BEACH 4 CALIFORNIA 36 N. CLINTON CHICAGO 6 ILL.



*If it's*



# QUALITY SERVICE and VALUE

*that You want*

YOU want the BEST in QUALITY, SERVICE and VALUE! Many companies have successfully served their customers by strict attention to ONE of these three essentials. But that is NOT enough for us! School buyers have considered Beckley-Cardy as their headquarters since 1907

because of our QUALITY - due to expert manufacturing facilities, SERVICE - because of central location and efficient handling of all orders, and VALUE - through careful and painstaking purchasing of material.

MANUFACTURERS of Slatebestos and Slatoplate chalkboards, chalkboard erasers, bulletin boards, classroom shades, lightproof shades, eraser cleaners, duplicators, classroom furniture and seating.

PUBLISHERS of supplementary readers and basic texts, entertainment books, build-up posters and poster maps, workbooks and teaching materials.

Write at once for our NEW Catalog No. 86 showing all of your school needs.



**BECKLEY-CARDY COMPANY**  
1632 INDIANA AVE. CHICAGO 16, ILL.



*HOW ABOUT YOUR  
SEATING NEEDS FOR '49?*

Why not avoid that last minute worry and confusion on delivery of your extra seating needs for the '49 Football Season? Make your plans and provisions now and be assured of Spring or Summer delivery for Fall use.



Showing stands erected on concrete ribbon foundations.

*Universal*

PORTABLE STEEL BLEACHERS have every superior feature for every modern requirement.

**SAFETY • SIMPLICITY • COMFORT**

Our Engineers can help you. Send them the measurements of space and number of seats required.

WRITE TODAY FOR  
OUR "SEATING CAPACITY  
CHART." NO COST!

**NOTICE:**

Where low cost is a factor to be considered, UNIVERSAL PORTABLE WOOD BLEACHERS are available. Write us for literature and full particulars today.

*Universal*

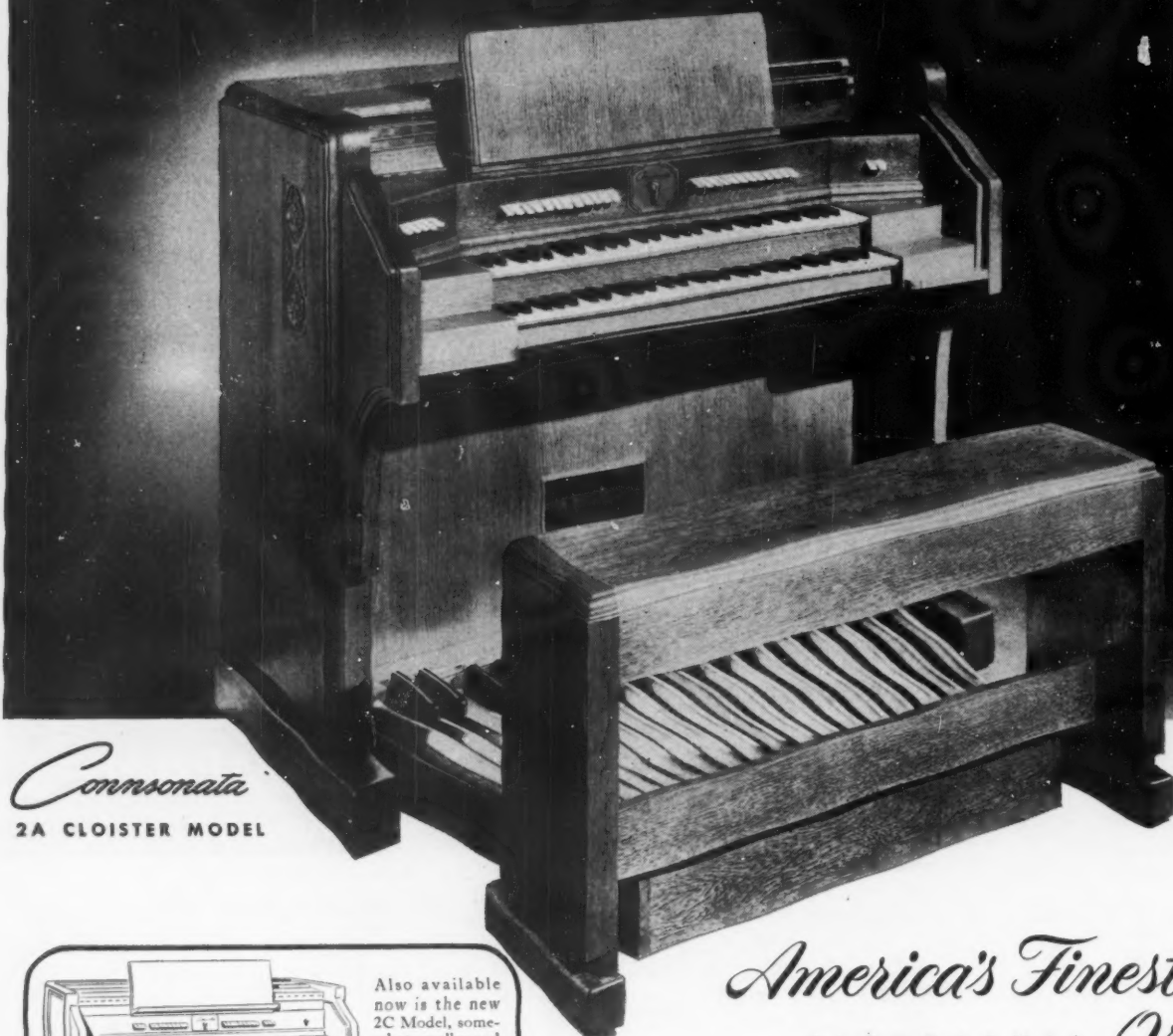
CHAMPAIGN

**BLEACHER COMPANY**

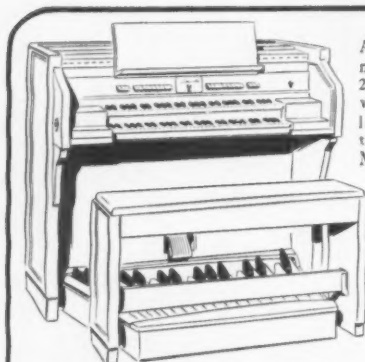
Bleacher Experts for Over 30 Years  
606 SOUTH NEIL STREET

ILLINOIS

NOW AVAILABLE FOR YOUR SCHOOLS . . .



*Connsonata*  
2A CLOISTER MODEL



Also available now is the new 2C Model, somewhat smaller and less expensive than the 2A Model. Both models have standard A.G.O. Pedal board, and full range down to real 16-foot, 32-cycle C.

**Don't Confuse the CONNISONATA with Other Electronic Organs**

The CONNISONATA is unlike any other organ, electric or electronic. Each CONNISONATA tone is produced by its own individual source, which is an exclusive, patented use of the vacuum tube and the most prolific and versatile source of musical tone known to modern science. No moving mechanical parts . . . only the electrons move! Maintenance and operating costs are low.



*America's Finest*  
**ELECTRONIC Organ**

Before you buy any organ for your school system, we urge you to hear the Connsonata. Compare it in *every* detail with all other organs, electric or electronic. Have your organist friends give it a *thorough* "going over" for tone, intonation, musical resources, ensemble, tremulant . . . make any and every conceivable playing test. Then you can be sure of making the right decision in this important investment for the future of your schools. Consider how it will enrich your school programs . . . bring added enjoyment to students and teachers . . . increase their musical appreciation. The modern school auditorium needs this epoch-making instrument. *Write today* for descriptive literature and name of your Connsonata dealer, who will gladly arrange a private demonstration at no obligation. CONNISONATA, Division of C. G. Conn Ltd., Department 1030 Elkhart, Indiana.

**MAIL COUPON FOR FREE LITERATURE**

Please send free descriptive literature and name of my Connsonata dealer.

Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_



DIVISION OF C. G. CONN LTD.

The Connsonata is a development of the Sound and Electronic Research Laboratories of C. G. Conn Ltd., for over 70 years specialists in musical tone.

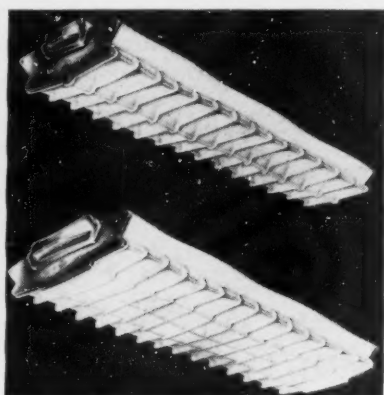
# What's New **FOR SCHOOLS**

OCTOBER 1948

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 140. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

## Lenox Fluorescent Fixtures



Two years of intensive research have resulted in the twin Lenox fluorescent fixtures with advanced design, low brightness ratios and simplicity of installation and maintenance. Known as the Lenox-2 and Lenox-4, the fixtures are of all-metal construction, rigidly assembled of die-formed parts. Press welding and interlocking louvers assure long life and stability.

The basic chassis can be used for individual unit or continuous installations. Knockouts and mounting holes are provided for either surface or suspension mounting. The patented A-J Hangers are available in 2 standard stock lengths and are equipped with a concealed adjustment feature for leveling fixtures after installation. Louvers are arranged for correct shielding and are spaced for easy cleaning. Maintenance can be handled without complete removal of the fixtures. The Lenox-2 accommodates two 48 inch 40 watt fluorescent lamps and the Lenox-4 accommodates four. Both fixtures have louvers and side panels finished in baked super-white enamel with ends and hangers in baked luster aluminum enamel. Day-Brite Lighting, Inc., Dept. NS, 5411 Bulwer Ave., St. Louis 7, Mo. (Key No. 874)

## "Up-Right" Scaffolds

"Up-Right" Scaffolds of aluminum alloy are designed to do the entire job of building maintenance work easily, safely and at savings in time and cost. Scaffolds are available in multiple sec-

tion units for any height desired and can be erected in a matter of minutes. Once erected the unit can be rolled along the ground or floor to any desired position. Instantly adjustable legs provide stability and desired working level.

A safety tread stairway permits the user to mount the scaffold entirely within the structure. When not being used, the sections fold flat with a simple lock-in feature which requires no wrenches, wing nuts or bolts. The light weight of the unit adds to the ease of handling. "Up-Right" Scaffolds, Dept. NS, 1015 Pardee St., Berkeley, Calif. (Key No. 875)

## Floor Maintenance Machine



The new improved American DeLuxe Floor Maintenance Machine has the new "Safety Grip" handle and is available in 13, 15 and 17 inch brush spread. Attractively designed, the new machine has highly polished aluminum castings throughout and can be used with a wide selection of brushes and attachments. The machine is designed and powered to handle discing, sanding, polishing, buffing and steel wooling.

The "Safety Grip" handle can be easily controlled with either hand or both hands. Each handle incorporates a switch for positive off-on action when gripped, which provides a greater degree of safety. Other improvements include new water resisting composition fiber wheels and a bumper designed to protect furniture. American Floor Surfacing Machine Co., Dept. NS, Toledo 4, Ohio. (Key No. 876)

## Deluxe Portable Sound System

The new deluxe portable sound system recently announced by RCA is compact, efficient, easily operated and modern in design. Designated as RCA Type SP-15A, the new unit has an aerodynamic microphone, low distortion, high output amplifier, heavy duty alnico permanent magnet-type loud-speaker and is housed in a two tone luggage size carrying case. It is designed for use in moderate size auditoriums but provision is made for the attachment of a second loud-speaker for larger areas. Radio Corporation of America, RCA Victor Division, Dept. NS, Camden, N. J. (Key No. 877)

## Tablet Arm Chair

A standard tablet arm is now available for attachment to standard Goodform Aluminum Chairs. Made of solid maple, spar varnished, the tablet arm has rear bracket of anodized aluminum. Also the front support, as is the rest of the chair frame, is of anodized aluminum for strength and lightness.

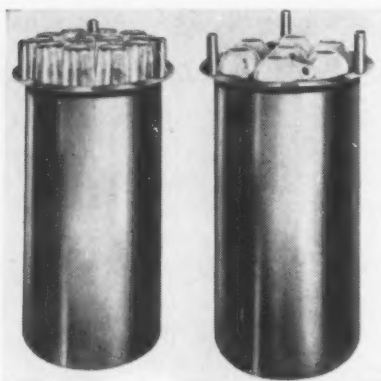
The new tablet arm can be used with three styles in the line of new Goodform aluminum chairs, that illustrated being attached to chair No. 4303. This chair has foam rubber cushioning on seat and backrest with the new Goodform plastic



covering material. General Fireproofing Co., Dept. NS, Youngstown 1, Ohio. (Key No. 878)



### Improved Lowerator Dispenser



Model BBC-12 AMF Lowerator Dispenser for cups or glasses has an improved design which replaces the open-cage unit with the tube-type construction used on other Lowerator units with no additional outside counter covering needed. The improved construction eliminates the possibility of dirt and dust accumulating in cups and glasses.

The new model stores approximately 75 cups or glasses below the counter and takes up less than 15 inches of space on the counter top. Stainless steel trays hold the cups or glasses and as those from the top tray are removed, the next full tray automatically moves up to dispensing level. The calibrated spring mechanism ensures the top tray always at counter level, regardless of whether the dispenser is filled or nearly empty. **American Machine & Foundry Co., Lowerator Div., Dept. NS, 485 Fifth Ave., New York 17. (Key No. 879)**

### Small Size Vacuum Cleaner

The new Model 101 Tornado Vacuum Cleaner is a small size unit built to large standards of durability and performance. The  $\frac{1}{2}$  h.p. motor is mounted on self-lubricating ball bearings and the machine develops a strong suction with a waterlift of 47 inches.

Especially designed to combine power with easy portability and handling, the motor in the new model is completely enclosed and mounted within a strong, durable, burnished aluminum top. The machine is quiet in operation and the tank is finished in baked-on enamel and is mounted on a polished cast aluminum base equipped with 4 large, easy rolling casters. **Breuer Electric Mfg. Co., Dept. NS, 5100 Ravenswood Ave., Chicago 40. (Key No. 880)**

### Transcription Playback Instruments

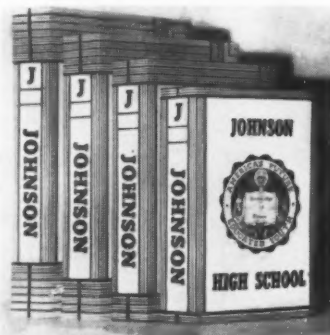
Two new transcription playback instruments with removable 12 inch speakers, offering unusually fine reproduction, have recently been announced. Model D Harris Electrotone has a 4 tube amplifier

while Model 50 has 6 tubes and is so designed as to permit mixing of microphone and phonograph inputs, each with separate volume control.

Both units have 2 speed, variable speed control rubber mounted motors, Astatic nylon crystal pickup with replaceable sapphire-tipped nylon needle, and are enclosed in sturdily constructed plywood carrying cases with nicked metal corners and metal knees, rubber feet for both carrying and operating positions, sturdy leather handle and speaker portion removable and equipped with extension cords. **Harris Mfg. Co., Dept. NS, 2422 W. 7th St., Los Angeles 5, Calif. (Key No. 881)**

### Plasti-Coat Book Cover

The new Plasti-Coat book cover has been designed to protect books from weather, wear and stain. The line is



custom designed for each school, made up in school colors with school name and seal or letter on the front, and the covers are adjustable to fit most textbooks in use from grade school through college. Standard designs are available for small schools not desiring the school name or seal.

The covers are easily fitted on books with only a few simple folds to form a snug fitting cover that protects at every wearing point. **The Colad Company, Inc., Dept. NS, 1441 Hertel Ave., Buffalo 16, N. Y. (Key No. 882)**

### Transcription and Public Address Unit

The new Bell Model 2079 combines a transcription phonograph and public address system in a unit which offers a dual speed turntable, will handle both 16 inch transcriptions and commercial recordings and is enclosed in a sturdy, attractive carrying case, in the removable cover of which is a heavy duty 8 inch PM speaker. The unit has separate microphone and phonograph volume controls, special tone control and professional type crystal tone arm. **Bell Sound Systems, Inc., Dept. NS, 555 Marion Rd., Columbus 7, Ohio. (Key No. 883)**

### Educator Lighting Fixture

The new Educator, two-light louvered luminaire has been designed to meet exacting requirements of good classroom lighting. The luminous, no glare metal sides, wide lighting distribution and low brightness on lighted surfaces result in efficient lighting with minimum glare. The unit has Underwriters Laboratories approval and is designed for high efficiency and minimum maintenance.

The fixture can be mounted individually or in a continuous row and the louver is easily swung down for relamping. It has clean, modern lines with fixture body and reflectors finished in "klasium" white enamel and hangers, canopy, and top reflectors in polished satin aluminum. Three models are available for varying lighting requirements. **Lighting Products Inc., Dept. NS, Highland Park, Ill. (Key No. 884)**

### "Walky-Teria"

A portable or counter vending machine to dispense hot dogs, tamales, peanuts, soft drinks, fruit juices and other packaged foods and drinks was recently announced. The unit is equipped with a removable steam pan and the all aluminum construction makes it extremely light. A built-in electrical element preheats the inside to any desired temperature up to 250 degrees. Special insulation holds the heat.

The "Walky-Teria" is designed for dispensing food and drinks in such places as football stadia and other sports areas or wherever crowds congregate and refreshments are vended. It is supplied with straps for easy portability or can be used on a counter. The "Walky-Teria" supplements the "Walky-Koffee"



unit pictured which was developed earlier. **Walky Service Co., Dept. NS, Wichita 2, Kan. (Key No. 885)**

## SGE Ranges

The new line of SGE gas ranges will be of particular interest to those responsible for Domestic Science planning and teaching. Five basic new models are available under the trade names SGE Oriole, SGE Vulcan and SGE Acorn. Special features of the new line include the Magic-Mirror oven door which becomes an oven viewing window when the oven light is turned on; automatic electrically ignited ovens; stylized one piece acid resistant porcelain enamel top; twin light porcelain lamp, clock and condiment set, and specially designed door handles and chrome gas valve control knobs.

Cooking top designs include 4 and 6 burners and divided and center cluster arrangements. **Standard Gas Equipment Corp., Dept. NS, Baltimore 30, Md. (Key No. 892)**

## Intercom Booster Amplifier

The new compact Model P-29 Booster Amplifier is designed to provide increased paging volume on intercom and sound systems planned to call or page all stations simultaneously. The amplifier increases the power volume needed for adequate coverage of large or noisy areas and offers a practical and economical answer to acoustic problems. When used with existing systems, audibility of stations located in noisy areas is substantially increased. When used with a standard Executone reply station, the new booster provides audible two-way intercommunication in very noisy locations.

The new unit operates on 110-120 volts, AC or DC, and consumes a maximum of 53 watts of electric current. It is housed in a brown crackle finish metal cabinet of sturdy construction and a combination four-step volume control and on-off switch regulates volume to the desired level. **Executone, Inc., Dept. NS, 415 Lexington Ave., New York 17. (Key No. 893)**

## Ceiling Suspension Germicidal Unit

Hanovia has developed a new ceiling suspension germicidal unit as an addition to the line of Safe-T-Aire fixtures. This model ST2832 provides indirect irradiation to the upper air and may be equipped with various types of Hanovia burners, depending upon the requirements of the room. The new unit is streamlined in design and finished in ivory Vitrolyn enamel. Two windows in the bottom of the fixture reflect the ultraviolet light and indicate when the lamp is operating. **Hanovia Chemical & Mfg. Co., Dept. NS, Newark 5, N. J. (Key No. 894)**

## Product Literature

- "Steps to Beautiful Floors" is the title of an attractively laid out and printed brochure illustrating the colors and some of the suggested combinations of Fremont Rubber Tile. Information on the product, its comfort, ease of cleaning, wear resistance and other qualities, is included in the folder issued by Fremont Rubber Co., 105 McPherson Highway, Fremont, Ohio. **(Key No. 895)**

- "Paper Cups and Containers at Your Service" is the title of an alphabetical directory of the foods and drinks that can be served in paper with recommendations as to the size, shape and style of container designed for each. The booklet is available from the Public Health Committee of the Paper Cup and Container Institute, 1790 Broadway, New York 19. **(Key No. 896)**

- "Marble Forecast 1948-49" is the title of a booklet which describes the varieties, colors and classifications of foreign and domestic marbles available for immediate installation in new construction projects and modernization programs. The booklet has been prepared by the Marble Institute of America, Inc., 108 Forster Ave., Mt. Vernon, N. Y. **(Key No. 897)**

- The 11th edition of the **Post 16 mm. Sound Film Catalog** has been issued by Post Pictures Corp., 115 W. 45th St., New York 19. General information on policies and procedures precedes descriptive details of the various films available from this company. **(Key No. 898)**

- An attractive catalog issued by Sarcotherm Controls, Inc., Empire State Bldg., New York 1, contains scientific information on "Sarcotherm Weather Control for Hot Water and Radiant Heating." Descriptive information, diagrammatic drawings and technical details are included. **(Key No. 899)**

- Two bulletins on the effectiveness of Chlordane, the all-purpose insecticide, in the control of roaches and ants, have been issued by the Chemical Corporation of Colorado, Denver, Colo. Entitled "Eradication of Roaches" and "Direct Control of Ants," the booklets give technical information on procedure, as well as data on the product. **Key No. 900)**

- "Expert Camera Operation Made Easy" is the title of another in the series of booklets prepared by Ansco, Binghamton, N. Y., to facilitate photography. Flash lamp exposure table, daylight and flood lamp exposure tables, use of an exposure meter and other details helpful to the amateur are included. The booklet is available at 5 cents per copy. **(Key No. 901)**

- Detailed information on "Portable Steel Grandstands and Bleachers Engineered by Safway" is provided in a booklet published by Safway Steel Products, Inc., 6228 W. State St., Milwaukee 13, Wis. Construction data, photographs of installations, blue print drawings and table of seating capacities for bleachers are some of the interesting facts included. **(Key No. 902)**

- The qualities required for a lasting roof with minimum maintenance, the severe roofing conditions in this country, particularly in industrial areas, how smoke, fumes and other corrosive agents cause roofing troubles and data on a new, soft-temper Monel roofing sheet, designed to overcome severe roofing conditions, are some of the subjects covered in non-technical language in the booklet, "One Metal Roof . . . for the Life of Your Buildings," issued by The International Nickel Company, Inc., 67 Wall St., New York 5. **(Key No. 903)**

## Film Releases

"Table Manners," 16 mm. 10 minutes, educational, collaborator and narrator, Emily Post, color or black and white. **Association Films (YMCA Motion Picture Bureau), 347 Madison Ave., New York 17. (Key No. 904)**

"Beginning Tennis," 35 mm. slidefilm, with manual on "The Game," "The Forehand Drive," "The Backhand Drive," "The Service" and "The Rules, Simplified," supplementing the slidefilms. For teachers and students, to supplement facilities where professional teaching is not available. **The Athletic Institute, 209 S. State St., Chicago 4. (Key No. 905)**

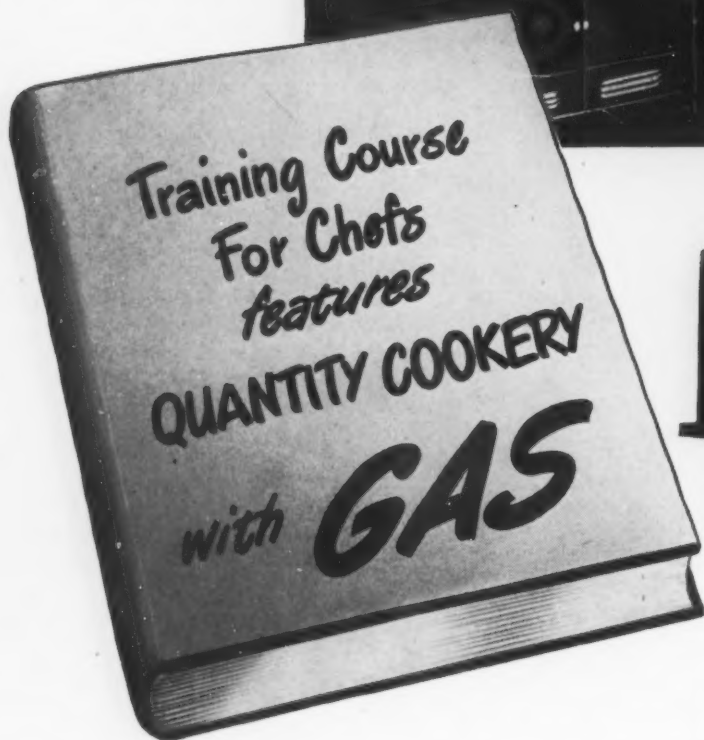
"We Go to School," "A Day With English Children," "Alaska—A Modern Frontier" "Let's Count" and "The Nature of Light," all 1 reel, sound, color or black and white. **Coronet Films, Coronet Bldg., Chicago 1, Ill. (Key No. 906)**

Five filmstrips on China, single frame, with manual, with or without recorded narration by Pearl S. Buck: "In the Chinese Manner," 62 frames; "China's Children," 57 frames; "Food for China," 50 frames; "A Nation of Scholars," 50 frames, and "China's Tomorrow" 72 frames. **Society for Visual Education Inc., 100 E. Ohio St., Chicago 11. (Key No. 907)**

## Suppliers' Plant News

Diamond Alkali Co., manufacturer of cleaning materials, announces removal of its offices from the Oliver Bldg., Pittsburgh, to **300 Union Commerce Bldg., Cleveland 14, Ohio. (Key No. 908)**

Co-ordinating Chef William Bruschweiler, and Chef Instructor John Juker who conducts the daytime program. Chef H. J. Gearou, Chef Instructor of morning classes, is the third member of the teaching staff.



Miller Vocational High School, Minneapolis, which offers scientific training in quantity cookery as an important part of its curriculum.

"SCIENTIFIC TRAINING for the business of feeding the public"—that's the way Principal Raymond V. Nord of Miller Vocational High School describes the course in quantity cookery. Under joint sponsorship of Minneapolis and Minnesota Hotel and Restaurant Associations this Chef's course includes training in all phases of food preparation and service.

Practical restaurant operation is the first consideration in the program, and the training is conducted in conjunction with the teachers' cafeteria. Here, where future chefs are taught the latest techniques of quantity cookery, the work-shop is a modern GAS kitchen, equipped with radiant broiler, hot top ranges, deck oven, deep fat fryer. Here, the flexibility of GAS for every type of quantity cookery, simplifies the all-round training program of cooking, baking, sanitation, menu planning, and food service.

GAS is a time-tested fuel for quantity cookery, and modern Gas Cooking Equipment is so easy to use and maintain that it's only natural to find it in the finest kitchens and in recognized schools for chefs, like the Miller Vocational Training School, Minneapolis.

In every commercial and institutional kitchen the automatic controllability, speed, and economy of GAS are important factors in modern quantity cookery.

You'll find it worthwhile to investigate the latest types of Gas Cooking and Water Heating Equipment.

## AMERICAN GAS ASSOCIATION

420 LEXINGTON AVENUE, NEW YORK 17, N. Y.

MORE AND MORE...

THE TREND IS TO **GAS**

FOR ALL  
COMMERCIAL COOKING



# INDEX TO PRODUCT INFORMATION & ADVERTISEMENTS

## ● INDEX TO "WHAT'S NEW"

(Pages 137-139)

### Key

- 874 Day-Brite Lighting, Inc.  
Lenox Fluorescent Fixtures
- 875 "Up-Right" Scaffolds  
"Up-Right" Scaffolds
- 876 American Floor Surfacing Machine Co.  
Floor Maintenance Machine
- 877 Radio Corporation of America  
Deluxe Portable Sound System
- 878 International Business Machines Corp.  
Master Time Control
- 879 American Machine & Foundry Co.  
Improved Lowerator Dispenser
- 880 Breuer Electric Mfg. Co.  
Small Size Vacuum Cleaner
- 881 Harris Manufacturing Co.  
Transcription Playback Instruments
- 882 The Colad Company, Inc.  
Plasti-Coat Book Cover
- 883 Bell Sound Systems, Inc.  
Transcription and Public Address Unit
- 884 Lighting Products, Inc.  
Educator Lighting Fixture
- 885 Walky Service Co.  
"Walky-Terla"
- 892 Standard Gas Equipment Corp.  
SGE Ranges

### Key

- 893 Executone, Inc.  
Intercom Booster Amplifier
- 894 Hanovia Chemical & Mfg. Co.  
Ceiling Suspension Germicidal Unit
- 895 Fremont Rubber Co.  
"Steps to Beautiful Floors"
- 896 Paper Cup and Container Institute  
"Paper Cups and Containers"
- 897 Marble Institute of America, Inc.  
"Marble Forecast"
- 898 Post Pictures Corp.  
Catalog
- 899 Sarcotherm Controls, Inc.  
Catalog
- 900 Chemical Corp. of Colorado  
Insect Control Bulletin
- 901 Ansco  
"Expert Camera Operation"
- 902 Safway Steel Products, Inc.  
"Portable Steel Grandstands"
- 903 International Nickel Company, Inc.  
"One Metal Roof"
- 904 Association Films  
Film Release
- 905 The Athletic Institute  
Film Release
- 906 Coronet Films  
Film Releases
- 907 Society for Visual Education, Inc.  
Film Releases
- 908 Diamond Alkali Co.  
Change of Address

# INDEX TO PRODUCTS ADVERTISED

### Key

### Page

- 909 Adams & Westlake Company  
Aluminum Windows ..... 113
- 910 Advance Floor Machine Company  
Floor Maintenance ..... 132
- 911 Allied Radio Corp.  
Radio Catalog ..... 110
- 912 American Acoustics, Inc.  
Acoustical Material ..... 94
- 913 American Chain & Cable Co.  
Emergency Brakes ..... 11
- 914 American Crayon Company  
Chalk Board Cleaner ..... 82
- 915 American Optical Company  
Microscope ..... 74
- 916 American Playground Device Company  
Playground & Pool Equipment ..... 14
- 917 American Standard Mfg. Co.  
Dust Mops ..... 112
- 918 Americana Corporation  
Encyclopedia ..... 7
- 919 Ampco Corporation  
Portable Movie Projector ..... 73
- 920 Archer Manufacturing Co.  
Portable Dental Chair ..... 126
- 921 Armstrong Cork Company  
Linoleum ..... 100
- 922 Armstrong Cork Company  
Veeo Tile ..... 65
- 923 Atkins & Company, E. C.  
Saws ..... 110
- 924 Ray West Paper Company  
Paper Towels ..... 58
- 925 Beckley-Cardy Company  
Schoolroom Equipment ..... 135
- 926 Bell & Howell Company  
Movie Projector ..... 69
- 927 Beesler Company, Chas.  
Opaque Projectors ..... 127
- 928 Nicholas & Company, G. S.  
Glass Washer ..... 116
- 929 Bobrick Manufacturing Corp.  
Soap Dispensers ..... 124
- 930 Brillo Manufacturing Company  
Steel Wooler ..... 112
- 931 Brush Development Company  
Recording Equipment ..... 66, 67
- 932 Celotex Corporation  
Acoustical Material ..... 60
- 933 Church Mfg. Co., C. F.  
Toilet Seat ..... 78

INDEX CONTINUED ON FOLLOWING PAGE →

**USE THIS  
CARD**

This card is detachable and is provided for your convenience in obtaining information on all items advertised in this issue or described in the "What's New" Section. See reverse side.

**BUSINESS REPLY CARD**

No Postage Stamp Necessary if Mailed in the United States

2 CENTS POSTAGE WILL BE PAID BY

**THE NATION'S SCHOOLS**

**919 NORTH MICHIGAN AVENUE**

**CHICAGO 11, ILLINOIS**

FIRST CLASS  
PERMIT NO. 136  
SEC. 510 P. L. & R.  
CHICAGO, ILL.

# Index to Products Advertised—Continued

Key	Page
934	Clarlin Mfg. Co. Folding Chairs.....134
935	Clarke Sanding Machine Co. Floor Maintenance.....87
936	Coham, Frank D. Portable Bleachers.....112
937	Compton & Company, F. E. Encyclopedia Fact-Index.....3rd cover
938	Conn, Ltd., C. G. Electronic Organs.....136
939	Continental Steel Corporation Wire Fence.....72
940	Coronet Instructional Films Films.....101
941	Cram Company, Inc., George F. Maps & Globes.....118
942	Crane Company Plumbing Equipment.....85
943	Da-Lite Screen Co., Inc. Projection Screens.....119
944	Darnell Corporation, Ltd. Casters.....134
945	Day-Brite Lighting, Inc. School Lighting.....75
946	Detroit-Michigan Stove Co. Kitchen Equipment.....91
947	Detroit Steel Products Co. Steel Windows.....71
948	De Vry Corporation Movie Projector.....96
949	Dick Company, A. B. Mimeograph.....Facing Page 17
950	Ditto, Inc. Duplicator.....131
951	Dudley Lock Corporation Locks.....132
952	Dunham Company, C. A. Heating System.....132
953	Du Pont de Nemours & Co., Inc., E. I. Shade Cloth.....80
954	Encyclopaedia Britannica Films, Inc. Films.....121
955	Finell System, Inc. Floor Maintenance.....110
956	Ford Motor Company School Bus Chassis.....103
957	Frigidaire Division Frigidaire School Plan.....89
958	Gaylord Brothers Library Supplies.....126
959	Geerpres Wringer, Inc. Mopstick.....112
960	General Electric Company School Lighting.....123

Key	Page
961	GoldE Manufacturing Company Projection Machine.....118
962	Grocery Store Products Company, Inc. Institutional Food.....114
963	Gumpert Company, Inc., S. Institutional Food.....4th cover
964	Hamilton Manufacturing Co. Automatic Clothes Dryer.....108
965	Hamilton Manufacturing Co. Laboratory Furniture.....114
966	Heinz Co., H. J. Institutional Food.....59
967	Heyer Corporation Duplicating Equipment.....118
968	Heywood-Wakefield Company School Seating.....120
969	Hild Floor Machine Co. Floor Maintenance.....106
970	Hillyard Sales Companies Floor Maintenance.....100
971	Hollingshead Corp., R. M. Maintenance Chemicals.....83
972	Holmes Projector Company Movie Projector.....124
973	Hotpoint, Inc. Kitchen Equipment.....117
974	Hunt Pen Co., C. Howard Pencil Sharpeners.....122
975	Huntington Laboratories, Inc. Floor Maintenance.....102
976	International Bronze Tablet Co. Memorial Tablets.....118
977	International Business Machines Corp. Electric Time Systems.....81
978	Kewanee Mfg. Co. Laboratory Furniture.....82
979	Keystone View Company Tachistoscope.....100
980	Leader Electric Co. School Lighting.....89
981	Lyon Metal Products, Inc. Lockers & Folding Chairs.....61
982	McArthur & Sons, Geo. Gym Towels.....128
983	McCray Refrigerator Company Refrigerator.....83
984	Mack Manufacturing Corporation School Bus.....85
985	Manley, Incorporated Pop Corn Machine.....115
986	Maple Flooring Manufacturing Assn. Maple Flooring.....15
987	Medart Products, Inc., Fred Gymnasium Equipment.....79

Key	Page
988	Monroe Calculating Machine Company, Inc. Calculator.....125
989	Montgomery Mfg. Company Program Clock.....120
990	Moore Company, E. R. Gym Suits.....88
991	Moore, Inc., P. O. Key Control.....78
992	Mosaic Tile Company Mosaic Tile.....Following Page 16
993	National Cash Register Company Accounting Machines.....129
994	National Chemical & Mfg. Co. Classroom Decorating Book.....107
995	National Lock Company Locks.....130
996	Nesbitt, Inc., John J. Unit Ventilator.....2
997	Neumade Products Corp. Film Accessories.....128
998	Noreor Manufacturing Company School Seating.....130
999	Oneida Products Corporation School Bus Bodies.....9
1000	Peabody Seating Co. School Seating.....120
1001	Peterson & Company, Leonard Laboratory Furniture.....132
1002	Pittsburgh-Corning Corporation Glass Blocks.....105
1003	Powers Regulator Co. Shower Mixers.....111
1004	Radiant Manufacturing Corp. Projection Screens.....124
1005	Radio Corporation of America Movie Projector.....97
1006	Rec Motors, Incorporated School Bus.....16
1007	Revere Camera Company Movie Projector.....5
1008	Rixson Company, Oscar C. Door Closing Equipment.....77
1009	Rowles Company, E. W. A. Classroom Furniture.....86
1010	Sexton & Company, John Institutional Food.....Following Page 56
1011	Sheldon & Company, E. H. Homemaking Planning Panel.....86
1012	Shenango Pottery Company China.....Facing Page 57
1013	Skillsaw, Inc. Portable Sander.....134
1014	Sloan Valve Company Flush Valves.....1
1015	Stuart Co., George Maintenance Projects.....84
1016	Universal Bleacher Co. Portable Bleachers.....135
1017	Up-Right Scaffolds Aluminum Scaffolds.....82
1018	Vestal, Inc. Floor Maintenance.....104
1019	Victor Animatograph Corporation Movie Projector.....2nd cover
1020	Wakefield Brass Company, F. W. School Lighting.....133
1021	Weber Costello Company Chalkboard.....90
1022	Webster Electric Company Recording Machine.....Following Page 72
1023	West Disinfecting Company Sanitation Products.....84
1024	Westinghouse Electric Corp. School Lighting.....12, 13
1025	Weston Electrical Instrument Corp. Scientific Instrument Catalog.....122
1026	Williams Company Steel Wooler.....134
1027	Wolber Duplicator & Supply Co. Duplicator.....126
1028	Yale & Towne Manufacturing Company Locks.....116

October, 1948

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

## WHAT'S NEW

874	895
875	896
876	897
877	898
878	899
879	900
880	901
881	902
882	903
883	904
884	905
885	906
886	907
887	908
888	909

## ADVERTISEMENTS

909	924	939	954	969	984	999	1014
910	925	940	955	970	985	1000	1015
911	926	941	956	971	986	1001	1016
912	927	942	957	972	987	1002	1017
913	928	943	958	973	988	1003	1018
914	929	944	959	974	989	1004	1019
915	930	945	960	975	990	1005	1020
916	931	946	961	976	991	1006	1021
917	932	947	962	977	992	1007	1022
918	933	948	963	978	993	1008	1023
919	934	949	964	979	994	1009	1024
920	935	950	965	980	995	1010	1025
921	936	951	966	981	996	1011	1026
922	937	952	967	982	997	1012	1027
923	938	953	968	983	998	1013	1028

NAME

TITLE

INSTITUTION

ADDRESS

CITY

ZONE

STATE

DETROIT PUBLIC LIBRARY



“Yes, I always send them  
to Compton’s First--”



“--not only because they’re most likely to find what they are looking for in Compton’s— but because they’ll find it quickly. The Fact-Index is the secret. It gathers up all the information in the set and gives exact page references. Even items too obscure to rate space in the body of the work can be found in the all-inclusive Fact-Index”.

**F. E. COMPTON & COMPANY** 1000 N. Dearborn St., Chicago 10, Ill.



# Are you Trapped



... By High Costs and Low Food Budgets?



Most of the nation's school feeding operations are hampered by limited budgets and today's high costs. What to do when you want to stretch every food dollar farther and still not lower your quality standards?

Gumpert has the answer—a practical answer, born of more than half a century of creating finer foods for large-scale feeding. Gumpert has perfected literally hundreds of food specialties that afford home-style flavor and goodness at per portion costs economical enough to fit the needs of budget buyers.

Gumpert food products give you important savings in time and effort. They give you uniformity which assures results with each preparation, regardless of the number of servings. They put delicious flavor on the table in timely new popular dishes. In Gumpert specialties, most of the important ingredients are in already. Your job of preparation is simple.

Ask your Gumpert Man. He can help to make your food budget click and buy more goodness for your dollar.

**S. GUMPERT CO., INC. • OZONE PARK 16, N. Y.**

300 Products to Aid Restaurants and Institutions

Gelatine Desserts  
Cream Desserts  
Fruit Drinks—(Liquid and Dehydrated)  
Extracts and Colors  
Spaghetti Sauce

Soups—(Liquid and Dehydrated)  
Cake Mixes  
Numerous Other Cooking Aids  
Complete Line of Bakery and Ice Cream  
Specialties

FOR THE FINEST IN FOOD

**GUMPERT**

has EVERYTHING